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ABSTRACT

This is the first of two social science guides designed for the bilingual, multicultural classroom. This guide was originally intended for the fifth grade though it is appropriate for use in other elementary grades and possibly some junior high classes. The guide may be used independently or as a supplement to other social studies programs. Activities may be done in writing or orally, in English or Spanish, with the entire class, in small groups, or individually. Fifteen curriculum lessons are presented: (1) Studying Man: Adaptation; (2) The Legend of the Eagle and the Serpent; (3) The Building of a City-Tenochtitlan; (4) All Occupations are Important; (5) Ways of Buying; (6) The Exploration and Development of the Southwest; (7) Mexican Americans: Contributions, Successes, Challenges; (8) Lincoln, Juarez, King; (9) Who is a Citizen; (10) The Power of the Vote; (11) The Legislature - Making Laws to Run a Nation; (12) The Presidency - Executing the Laws; (13) The Judiciary - Interpreting the Laws; (14) Why People Use Drugs; (15) Places of Worship in my Barrio. The lessons give title, concept, behavioral objectives, vocabulary, recommended materials and ways to use them, activities, evaluation, and optional activities. A bibliography and answer key for worksheets are also included. (Author/CLK)

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Social Studies

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Bilingual Multicultural Guide

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DEVELOPED BY THE

FORT WORTH PUBLIC SCHOOLS, BILINGUAL EDUCATION PROGRAM

Social Studies

BOOK I

A Bilingual Multicultural Guide
English-Spanish

PROGRAMA EN DOS LENGUAS

Developed by
Fort Worth Public Schools
Bilingual Education Program
Fort Worth, Texas

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FOREWORD

Social Studies I is the first of two social science guides designed for the bilingual, multicultural, upper elementary classroom. This particular manual was originally intended for the fifth grade; the Dissemination Center believes that the book is also appropriate for use in other elementary grades and possibly in some junior high classes. The lessons cover a wide range of topics so the guide may be used independently or as a supplement to other social studies programs. Activities may be done in writing or orally; in English or Spanish; with the entire class, in small groups, or individually.

This book was edited by Pam Harper and Elsa Sánchez de la Vega-Lockler, DCBBE, Staff Editors. Juan Alvárez designed the cover and served as Consultant Editor. Patti Hill, Graphic Artist, Education Service Center, Region XIII, also contributed artwork to the book. Joanna Melcher, Dahlia López, and María Sánchez typed the final manuscript.

The Center expresses appreciation to Mr. Carlos Pérez, Administrator of Bilingual Curriculum, Fort Worth Public Schools, for his assistance and cooperation in the preparaion of this document.

Requests for information concerning Social Studies I or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721

Juan D. Solís, Director
Dissemination Center for
Bilingual Bicultural Education

FROM THE SUPERINTENDENT

One of the challenges which has confronted the Fort Worth Public Schools has been that of adequately meeting the educational needs of children whose first language is Spanish. During the 1973-74 school year, through the help of a grant under the Emergency School Aid Act, a curriculum guide was prepared to aid the teachers in meeting the needs of this group in the field of Social Studies in the fifth grade. Elements of multicultural education were also provided for all other students in the project schools.

Bilingual, multicultural education can be an exciting and valuable experience for all children participating in the program. It is hoped that by learning about themselves, the individuals of one cultural group will develop a greater awareness of themselves, their origins, and their socio-cultural development. Those outside the group will also profit also by learning about other people and other ways of life. This knowledge, in addition to enriching their experiences, will make for a better perception of their own culture.

Our district's commitment to bilingual education reaffirms our interest in keeping our efforts in education current and effective. This is of paramount importance if we are to realize success in meeting the individual needs of all of our pupils.

Julius Truelson
Superintendent of Schools
Fort Worth Public Schools

PREFACE

The Social Studies Curriculum Guide for the Fifth Grade was developed under a Title VII (Emergency School Assistance Act) grant extended by the United States Office of Education to the Bilingual Program of the Fort Worth Independent School District.

The lessons in this guide are designed for teachers and/or instructional aides in a bilingual classroom setting. English and/or Spanish is to be the language of instruction. The teacher will determine the language which is more appropriate and meaningful to the students. The material used in some of the lessons is correlated from locally approved textbooks from the state list, as well as materials with emphasis on the Mexican American culture.

Aiding in the development of these lessons, with helpful criticism, ideas and suggestions were Ms. Rebeca Ramírez and Ms. Concesa Hernández. In the lessons on Mexican American culture, Ms. Hernández's ideas, artwork and previous research proved invaluable. To these two competent professional persons thanks are gratefully acknowledged. Special thanks are extended to Ms. Elizabeth García, Bilingual Curriculum Office Typist, who did the tedious work of typing and correcting these lessons with dedication and skill.

Mr. Carlos Pérez, Administrator of Bilingual Curriculum, directed, edited, and proofread the lessons in this guide. His enthusiasm, leadership, and guidance in the development of this guide is deeply appreciated.

These Social Studies Bilingual Curriculum lessons were written by Mr. José G. Mata, Bilingual Curriculum Writer.

James D. Lehmann Bilingual Program Coordinator	Carlos E. Pérez Administrator of Bilingual Curriculum

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INTRODUCTION

The lessons in this publication focus on the contributions which people of various ethnic groups have made to the development and growth of this nation. Being exposed to culturally relevant aspects of their heritage, the students gain a broader sense of identity and self-worth. The activities are designed to be used in a multicultural setting, especially for Mexican American, Anglo, and Black students.

The content of the lessons is designed to provide learning experiences which will enhance skills, positive attitudes, and behaviors essential for the realization of the student's maximum potential. Through the utilization of social sciences, the student's thinking process is fostered. In the lessons the student has the opportunity to define problems, raise questions, search for related information, and express thoughts and feelings.

The format used in the development of these lessons is a suggested way of presenting bilingual social studies in the fifth grade. Teaching strategies are flexible and can be adapted to achieve maximum results with students of various degrees of bilingualism. Each lesson includes activities for all students regardless of their level of English and/or Spanish proficiency.

Since successful implementation of this curriculum depends on the knowledge and preparation of the teacher and the instructional aide, the following outline explains the step-by-step teaching guidance provided throughout all the units.

Title--states in general terms the subject matter treated in the unit.

Notes to the Teacher--contains explanations, activities, and suggestions on how to deal with certain sections of the lesson. Other information and resources are provided to help you present the lesson more effectively.

Concept--outlines the general frame of reference of the lesson.

Objective--states the behavior the student will demonstrate as a result of completing the lesson.

Vocabulary--includes words and terms in English and Spanish. The words should be defined in the language most appropriate to the student. It is strongly suggested that you augment the vocabulary list with words the students, as a group or individually, do not know.

Materials--This section is divided into two columns:

1. A List instructing you what is recommended in order to teach the unit.

2. A set of Directions opposite the list suggesting how to use the resources and materials recommended.

You may substitute other appropriate materials for the materials or resources suggested here.

Activities--Diverse activities are suggested to enhance the student's grasp of the concept being taught. You may implement these activities and should feel free to substitute or augment any activities which will provide learning experiences and meet the student's needs. Previewing this section will permit you to modify procedure or select alternate strategies to achieve the lesson's objective. Students should be grouped within the classroom according to their degree of bilingualism. Suggested dialogues between you and students are provided in English and Spanish. The language which is more meaningful and better understood by the student should be used. You should accept all appropriate responses, leading those students whose answers are not pertinent to focus on the concept being presented. In the dialogues "T" stands for teacher and "S" for student; "M" for *maestro* and "E" for *estudiante*. Vocabulary words are underlined.

Evaluation--In the evaluation section the lesson's objective is tested through exercises, tasks, or other problem-solving activities which are corollaries of the lesson's objective. You may add, delete, or substitute as necessary. Evaluation, either oral or written, should be given in the language the student knows best.

Optional Activities--designed to reinforce the concepts taught in the main part of the lesson. The activities can also be used to provide enrichment experiences to more able students.

STUDYING MAN: ADAPTATION

Notes to the Teacher This lesson is for the entire class (30-35 students).

Concept Students become aware of adaptation as they learn to recognize physical and cultural traits, as well as man's ability to change cultural traits.

Objective Provided a list of words at the end of the lesson, the student will be able to distinguish between physical and cultural traits by correctly listing 3 words under each category.

Vocabulary

physical traits	rasgos físicos
inherited	heredados
cultural traits	rasgos culturales
language	idioma
environment	ambiente
adapt	adaptarse

Materials

List	Directions
Set of 5 pictures showing different cultural or physical traits	Place the pictures where all students can see them during the lesson.

Activities

1. The day before this lesson is presented, ask the students to observe people in the street, at home, and on television.

Activities (cont.)

Instruct the students to be on the lookout for these features:

skin color	hair color
eye shape	nose shape

Tell the students to listen for language differences or different languages. They should also observe different manners of dressing.

2. Begin the lesson by indicating to the students that physical traits are inherited.

3. Tell the students that cultural traits are learned.

4. Define the words in the vocabulary list using simple language. Make sure that everyone understands the meaning of the words.

5. Ask the students questions about the people they observed.

T: (Ramiro), What are some of the skin colors you saw yesterday?
S: Black, brown, white, etc. (Accept all appropriate responses.)

M: (Ramiro), En las personas que observaste ayer; ¿Qué color de piel viste?
E: Negro, moreno, blanco, etc.

T: (María), How many different skin colors do you see in the classroom today?
S: (Accept all appropriate responses.)

M: (María), En este salón, ¿Qué diferencia ves en el color de piel de tus compañeros?
E: (Acepte toda respuesta apropiada.)

T: (Patricia), What other differences do you see in the classroom today?
S: (Accept all appropriate responses.)

M: (Patricia), ¿Qué otras diferencias ves en el salón de clase hoy?
E: (Acepte toda respuesta apropiada.)

Activities (cont.)

T: What language was spoken by the people you observed, (Clara)?
S: English, Spanish, etc. (Accept all appropriate responses.)

M: (Clara), ¿Qué idioma hablaban las personas que observaste?
E: Inglés, español, etc. (Acepte toda respuesta apropiada.)

T: Why do people speak other languages, (Bobby)?
S: (Accept all appropriate responses.)

M: (Bobby), ¿Por qué la gente habla otros idiomas?
E: (Acepte toda respuesta apropiada.)

* * *

Food as a Cultural Trait

T: What we eat is a cultural trait. How many different kinds of foods do we eat, (Nelly)?
S: (Accept all appropriate responses.)

M: (Nelly), lo que comemos es un rasgo cultural. ¿Cuántas clases de comidas comemos?
E: (Acepte toda respuesta apropiada.)

If possible, get responses from different students representing all ethnic groups in the class. Use the responses to show how man adapts to his environment. For example, a Mexican American student may say he eats *huevo con chorizo, frijoles, arroz, tamales, enchiladas, tortillas*, etc.; he may also say that he eats hot dogs, hamburgers, pizza, french fries, etc. The Mexican food is part of his Mexican culture, and the other food represents adaptation to his environment.

* * *

Language as a Cultural Trait

T: Language is also a cultural trait. How would you say it has changed to adapt to the environment?
S: (Accept all appropriate responses.)

Activities (cont.)

M: El idioma también es un rasgo cultural. ¿En que forma crees que el idioma haya cambiado para adaptarse al ambiente en que nos encontramos? (Jim)

E. (Acepte toda respuesta apropiada.)

Show the students how English has incorporated many foreign words, including some from Spanish, to enrich the language. Examples: corral, rodeo, lariat, pueblo, etc.

General Observations

T: What other cultural traits would change to adapt to the environment, (Celia)?

S: Eating habits, manner of dressing, dances, music, etc.

M: (Celia), ¿Qué otros rasgos culturales cambiarían para adaptarse al ambiente?

E: Modos de comer, maneras de vestir, tipos de bailes, tipos de música, etc.

T: What causes one's cultural traits to change, (Yvonne)?

S: The influence of other cultures causes one's culture to change. (Accept all appropriate responses.)

M: (Yvonne), ¿Qué es lo que causa el cambio en nuestros rasgos culturales?

E: La influencia de otras culturas causa cambios en la nuestra. (Acepte toda respuesta apropiada.)

6. Have the students bring pictures from magazines, or provide five pictures which show cultural or physical traits. Ask the students to identify at least three traits on each picture.

Evaluation (Instructions to the students)

On a sheet of paper, write the heading Cultural Traits on one side and Physical Traits on the opposite side. From the list provided choose 3 physical traits and write them under the correct column. Choose 3 cultural traits and write them under the correct column.

Evaluation (cont.)

Here is the list of physical and cultural traits: eyes, dances, music, hair, food, noses, language, skin color, dress, ideals.

Optional Activities

Form groups of four or five students, and ask them to observe themselves. Have them list the physical and cultural differences and similarities they observe in each other.

THE LEGEND OF THE EAGLE AND THE SERPENT

Notes to the Teacher This lesson is for a group of 25-30 students. Point out to the students the Aztec way of life before the establishment of Tenochtitlán. In the next lesson the class will study changes in the Aztecs' cultural traits after they settled Tenochtitlán.

Read Julián Nava's *Mexican Americans: Past, Present, and Future*, pages 28-31.

Concept Students further their awareness of adaptation by studying about the Aztec Indians before the establishment of Tenochtitlán.

Objective By the end of this lesson, the student will:

1. Write in his own words, either in Spanish or in English, the legend of the eagle and the serpent.
2. List at least 3 things about the Aztec way of life before the settlement of Tenochtitlán.
3. Define, in his own words, the meaning of 9 terms from a list of 11 terms.

Vocabulary

perched	parada, posada
beak	pico
symbol	símbolo
sign	aviso, señal
region	región
cultural traits	rasgos culturales
wanderers	errantes, nómadas
serpent	serpiente
island	isla
natural resources	recursos naturales
climate	clima
temperate	templado
minerals	minerales

Lake Texcoco   Aztlán   Tenochtitlán   Náhuatl

Materials

List	Directions
Book: *Mexican Americans: Past, Present, and Future*	
Transparency: *The Legend of the Founding of Tenochtitlán*	Show the transparency on the screen as you begin the lesson. Refer to the book *The Aztec: Man and Tribe* for making the transparency.
Mexican flag and coins	Bring the flag and coins, or have the students bring them.

Activities

1. Have the students prepare encyclopedia reports about the Aztecs before the establishment of Tenochtitlán.
2. Read or have one of the students read to the class the article "The New World Indians," pages 28-31, Nava's *Mexican Americans: Past, Present, and Future.*
3. Define the vocabulary words in simple language.
4. Show the transparency (the legend of the founding of Tenochtitlán).
5. Begin the lesson by asking the students questions. Ask questions that cannot be answered with a simple yes or no.

The Symbol

T: (Teresa), What three things do you see in this picture?
S: There is an eagle perched on a cactus with a snake in its beak.

M: (Teresa), ¿Qué cosas ves en este cuadro?
E: Veo un águila posada en un nopal devorando a una serpiente.

Activities (cont.)

T: (Robert), What did this symbol mean?
S: It was a sign to the Aztecs from their god.

M: (Robert), ¿Qué significaba este símbolo?
E: Era una señal para los aztecas de su dios.

T: (Richard), What were the Aztecs supposed to do when they saw this sign?
S: They were supposed to build a city wherever they found this sign.

M: (Richard), ¿Qué debían hacer los aztecas al ver esta señal?
E: Debían de fundar una ciudad donde encontraran esta señal.

The Modern Uses of the Symbol

T: (Rhonda), Where do you find this symbol today?
S: It is found on the Mexican flag and on Mexican coins.

M: (Rhonda), ¿Dónde se encuentra este símbolo?
E: Se encuentra en la bandera mexicana y en las monedas mexicanas.

Display the flag and coins at this time.

The Aztecs before the Founding of Tenochtitlán

T: Where did the Aztecs live before coming to Tenochtitlán, (Pedro)?
S: They lived in Northwestern Mexico.

M: (Pedro), ¿Dónde vivían los aztecas antes de llegar a Tenochtitlán?
E: Vivían en el noroeste de Mexico.

T: (Rosa), What was the region called?
S: It was called Aztlán.

Activities (cont.)

M: (Rosa), ¿Cómo se llamaba esta región?
E: Se llamaba Aztlán.

T: (Becky), Can you tell me one of the Aztec cultural traits before they moved to Tenochtitlán?
S: The Aztecs were wanderers; they hunted for food, were weak and easily conquered. They also were very religious and had a language called Náhuatl.

M: (Becky), ¿Puedes nombrar algunos de los rasgos culturales de los aztecas antes de establecerse en Tenochtitlán?
E: Los aztecas eran nómadas, cazadores, débiles y fáciles de conquistar. Eran muy religiosos y tenían un idioma que se llama Náhuatl.

If the students do not remember what a cultural trait is, review cultural and physical traits with them. Food, clothing, houses, language are cultural traits. Color of skin, hair, nose shape, and eye shape are physical traits.

The Founding of Tenochtitlán

T: (Rita), Where did the Aztecs find the eagle and the serpent?
S: They found them on one of two lakes of Lake Texcoco.

M: (Rita), ¿Dónde encontraron los aztecas el águila y la serpiente?
E: Los encontraron en uno de los dos lagos de Texcoco.

T: What kind of lake was it?
S: It was a salt lake.

M: ¿Qué clase de lago era?
E: Era un lago salado.

T: (Gloria), Why did the location of the city on an island help the Aztecs?
S: The Aztecs had protection from their enemies.

Activities (cont.)

M: (Gloria), ¿En que forma se beneficiaron los Aztecas al fundar la ciudad en una isla?
E: Los aztecas tuvieron la protección de sus enemigos.

T: (Marcos), What were some of the natural resources they had?
S: They had fresh water nearby; the climate was temperate. Minerals were available, and there were also animals for hunting.

M: (Marcos), ¿Qué recursos naturales tenían?
E: Tenían agua dulce y un clima templado. Además había minerales y animales para cazar.

6. Divide the class into small groups. Have them discuss and write down several things they would look for if they were building a city and why they would choose these things.

7. Bring the class together, and have each group present its list orally. Write each list on the board. Then have the class vote on what to look for in building a city from the lists on the board.

Evaluation

1. Have the students write in their own words, either in English or in Spanish, the legend of the eagle and the serpent.

2. Ask each student to list 3 cultural traits of the Aztecs before they came to Tenochtitlán.

3. Write 11 vocabulary words on the board, and ask each student to define at least 9 of them.

Optional Activities

1. Have the students draw a map of Mexico and indicate Mexico City on it.

2. Ask the students to read encyclopedia articles on American Indians such as the Comanche, Cherokee, Kiowa, Apache, or Navaho. Have them compare American Indians with the Aztecs.

Optional Activities

3. Have a student draw the eagle and the serpent using the transparency as a model.

4. Have the students write reports on what they learned in this lesson.

5. Have each student list three Indian tribes that once lived in his state. He may use an encyclopedia or a map as a reference.

THE BUILDING OF A CITY - TENOCHTITLAN

Notes to the Teacher   The purpose of this lesson is to make the students aware of (1) the changes that occurred in the Aztecs' way of life as they settled Tenochtitlán and (2) the high degree of civilization attained by the Aztecs before Europeans came to the New World.

Concept   Students see in the Aztecs, as they settled Tenochtitlán, an example of people adapting to a new environment.

Objective   Given a drawing of Tenochtitlán:

1. The student will identify at least 5 things in the drawing which he thinks indicate Aztec adaptation to the new environment.

2. The student will give a reason for each adaptation he has listed.

Vocabulary

settle	poblar
immigrate	inmigrar
wander	andar errante
island	isla
canoe	canoa
land	terreno
floating gardens	chinampas
causeway	calzada de piedra
anchor	anclar
salt lake	lago salado
fresh water	agua dulce
aqueduct	acueducto
adaptation	adaptación
cultural traits	rasgos culturales

Materials

List	Directions
Transparency: *Temples and Houses*	Show the transparency during Activity 3. Use the book *The Aztec: Man and Tribe* for all transparencies.
Transparencies: *Temples and Houses* *What Mexico Wrought* *Paper, Writing, Literature* *An Aztec Kitchen* *The Market* *War and Weapons*	Use these transparencies for Activity 4.
Brown or beige clay	Use clay to make replicas of the Aztec calendar.
Tempera paints	Use bright colors (red, yellow, blue, green) to paint the calendars.
Transparency: *The Aztec Calendar*	Use this transparency for Activity 6.
Drawing: Tenochtitlán (p. 23)	Make copies, and give them to the students for the evaluation activity.
Pictures: Lake with an island Shopping center	Use these pictures for Optional Activity 2. Try to find pictures taken in your locale.

Activities

1. Have the students discuss, in the language of their choice, changes that may have taken place as the Aztecs ceased to be a nomadic tribe and became a settled nation.

2. Have each student write, in the language of his choice, some of the problems the Aztecs may have faced as Tenochtitlán developed.

Activities (cont.)

3. Have a short question-and-answer period with students in the language most relevant to them.

How the Lives of the Aztecs Changed

T: Having read about the Aztecs before they built Tenochtitlán, can anyone tell me when Tenochtitlán was settled?
S: It was settled in 1325.

M: Después de haber leído acerca de los aztecas antes de construir Tenochtitlán, ¿Quién me puede decir cuando se construyó Tenochtitlán?
E: Se construyó en 1325.

T: How did their way of life change when they built Tenochtitlán, (Rosario)?
S: They did not wander anymore.

M: (Rosario), ¿Cómo cambió el modo de vivir de los aztecas cuando construyeron Tenochtitlán?
E: Dejaron de ser tribus errantes.

T: What else, Felipe?
S: They started planting food.

M: (Felipe), ¿Qué otros cambios hubo?
E: Comenzaron a sembrar.

T: What kind of food did they plant, (Raúl)?
S: Corn.

M: ¿Qué fué lo que sembraron ? (Raúl)
E: Maíz.

T: What else did they plant, (Socorro)?
S: Squash.

M: (Socorro), ¿Qué otras cosas sembraron?
E: Calabazas.

Activities (cont.)

T: Yes. What else?
S: Tomatoes.

M: Sí, y ¿Qué más?
E: Tomates.

T: What product did the Aztecs use as money, (Randy)?
S: The cacao bean.

M: (Randy), ¿Qué producto usaban los aztecas como dinero?
E: El cacao.

T: Good! What else would indicate change, (Félix)?
S: They made houses.

M: (Félix), Muy bien. ¿Qué otra cosa indica algún cambio?
E: Construyeron sus casas.

T: What did they make the houses of, (Ralph)?
S: Clay bricks and stone.

M: (Ralph), ¿De qué construyeron las casas?
E: Las construyeron de ladrillo, de barro, y de piedra.

T: What do we use to make houses today, (Jill)?
S: (Accept all appropriate responses.)

M: (Jill), ¿Qué es lo que hoy en día usamos para construir casas?
E: (Acepte toda respuesta apropiada.)

Ways of Reaching the City

T: Since the city was built on an island, how did the Aztecs get to Tenochtitlán, (Rudy)?
S: They could go by canoe.

Activities (cont.)

M: (Rudy), Puesto que la ciudad estaba situada en una isla, ¿Cómo inmigraron los aztecas a Tenochtitlán?
E: Inmigraron en canoas.

T: Could they go any other way, (Sandra)?
S: They could swim.

M: (Sandra), ¿De qué otra manera inmigraron los aztecas?
E: Podían nadar.

T: If they didn't have a canoe and could not swim, how could they get to Tenochtitlán, (Betty)?
S: They could walk on bridges.

M: Si no tenían canoas y no sabían nadar, ¿De qué otra manera inmigraron a Tenochtitlán? (Betty)
E: Los aztecas cruzaron el lago por medio de puentes.

T: What were the bridges called, (Alberto)?
S: Causeways.

M: (Alberto), ¿Cómo se llamaban estas clase de puentes?
E: Se llamaban calzadas de piedra.

T: How were they built, (Angie)?
S: They were made by dumping dirt and rocks on the shallow areas of the lake.

M: (Angie), ¿Cómo se construyeron estos puentes?
E: Echaban tierra y piedras en los lugares donde el agua no estuviera muy profunda.

How the Aztecs Increased Their Land Area

T: As the city's population grew, what problems might have arisen, (Ignacio)?
S: The Aztecs would need more land.

M: A medida que el número de habitantes aumentaba, ¿Qué problemas podían surgir ? (Ignacio)
E: Los aztecas necesitarían más tierra.

Activities (cont.)

T: How could they solve this problem, (Rosamaría)?
S: They could move.

M: (Rosamaría), ¿Cómo podían resolver este problema?
E: Se podían mudar.

T: What else could they do, (Candy)?
S: They could increase the land area.

M: (Candy), ¿Qué más podían hacer?
E: Agrandar el terreno.

T: How could they do this, (Basilio)?
S: They could dump dirt and rocks till the area filled up.

M: (Basilio), ¿Cómo podían agrandar el terreno?
E: Echando tierra y piedras hasta que se llenara el área.

T: Good! Let's look at this transparency. (Show the transparency of temples and houses.)

M: Muy bien. Vamos a ver esta transparencia. (Muestre la transparencia.)

T: The Aztecs made floating gardens. Can anyone tell me what they called them?
S: They called them *chinampas*.

M: Los aztecas construyeron jardines flotantes ¿Cómo se llamaban estos jardines?
E: Les llamaban chinampas.

T: How did the floating gardens help the Aztecs increase the land area?
S: The Aztecs planted trees on the gardens; and, when the roots grew, they helped anchor the floating gardens to the land.

M: ¿Cómo les ayudaron las chinampas a agrandar el terreno?
E: Plantaron árboles y a medida que las raíces crecían les ayudaba a anclar en los jardines flotantes.

Activities (cont.)

Fresh Water and Sanitation

T: Tenochtitlán was built on a salt lake; what problem would this create for the Aztecs?
S: They would need fresh water for themselves and their plants.

M: Tenochtitlán fue construído en un lago salado, ¿Qué problema les causó esto a los aztecas?
E: Necesitaban agua dulce para beber y para sembrar.

T: How did they solve this problem?
S: They built aqueducts to bring in fresh water.

M: ¿Cómo resolvieron este problema?
E: Construyeron acueductos para proveer de agua a la ciudad.

T: When a city grows, what other problem might it encounter?
S: Garbage disposal.

M: A medida que una ciudad se desarrolla, ¿Qué otros problemas surgen?
E: El problema de la basura.

T: What did the Aztecs do about it?
S: They carried the garbage out of the city on canoes or dumped it in the water.

M: ¿Qué hicieron las aztecas, para resolver este problema?
E: Los aztecas acarreaban la basura fuera de la ciudad en canoas o la arrojaban en el lago.

Review of Adaptation

T: We have seen how the Aztecs changed their way of life when they settled in Tenochtitlán. What do we call this change?
S: Adaptation.

Activities (cont.)

M: Hemos visto como los aztecas cambiaron su modo de vivir al establecerse en Tenochtitlán. ¿Cómo se le llama a este cambio?
E: Se le llama adaptación.

T: What did the Aztecs change about themselves?
S: Their cultural traits.

M: ¿Que cambios ocurrieron en el modo de vivir de los aztecas?
E: Los cambios se manifestaron en rasgos culturales.

4. Show the six transparencies specified for this activity. Point out to the students the actions depicted in the drawings.

5. Ask each student to write one page telling about the changes in the Aztec way of life. He may use the transparencies as his resources.

6. Have the students make clay replicas of the Aztec calendar *(Piedra del Sol)*. Show the transparency of the calendar.

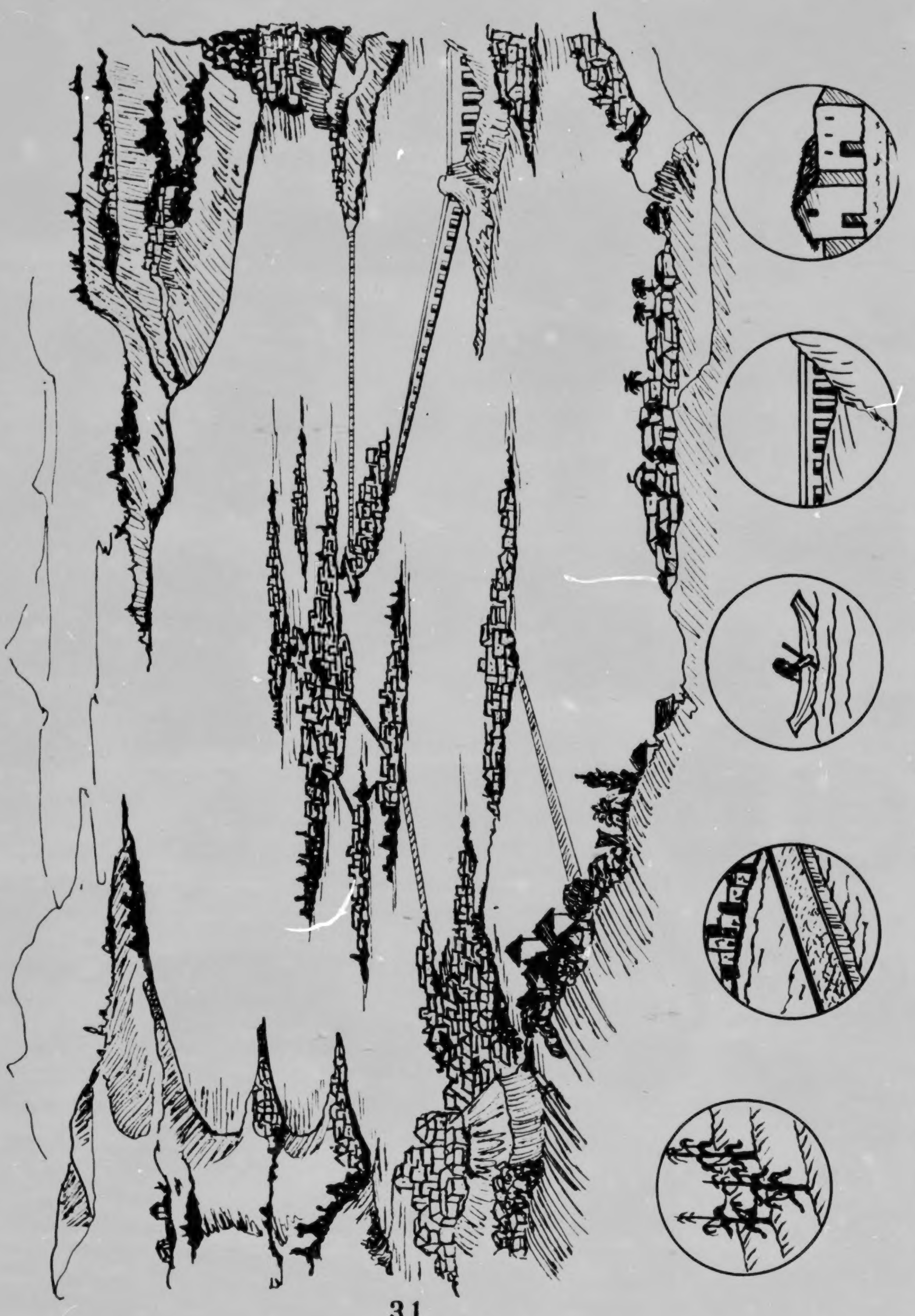
Evaluation Give the students copies of the drawing of Tenochtitlán. Ask them each to identify the 5 things in the drawing which indicate adaptation and to give reasons for these adaptations.

Optional Activities

1. Have the students compare the problems the Aztecs faced when building Tenochtitlán and their solutions with the problems we face today and our methods of solving them.

2. Have the students view the pictures of the lake and the shopping center. Ask them to compare these pictures with ancient Tenochtitlán.

3. Have the students write five things they learned in this lesson.



Tenochtitlán, Capital of the Aztec Empire

ALL OCCUPATIONS ARE IMPORTANT

Notes to the Teacher The student should see how all types of occupations are important and how interdependent our economic system is.

Concept Students develop respect and appreciation for people in different occupations.

Objective At the conclusion of this lesson, the student will:

1. Name 2 occupations he sees performed in his neighborhood.
2. Write at least 3 reasons why each occupation is important.
3. List at least 5 effects resulting from the absence of someone to perform these tasks.

Vocabulary

perform	hacer, desempeñar
pretend	pretendamos, supongamos
janitor	conserje
affected	afectado
grocer	tendero
collects	cobrar
rent	renta
groceries	abarrotes, comestibles
producer	productor
farmer	agricultor
supervisor	supervisor
job	trabajo, empleo
tools	herramienta
temporary	temporal
permanent	permanente

Materials

List	Directions
Magazines, newspapers, scissors	Use in Activity 3.
Employment application forms	Have the students fill out application forms as an optional activity.

Activities

1. Define all vocabulary words in simple language.

2. Ask the students to name all the occupations they see performed in their neighborhood.

3. Have the students cut pictures from magazines or newspapers depicting each of these occupations.

4. Ask the students to interview their parents or relatives about their occupations.

5. Ask the students to present oral reports on their interviews specifically answering the following questions:

   - Where does the person work?
   - Who is his supervisor?
   - What does the person do?
   - What are the hours he works?
   - Does he perform the job by himself?
   - What kind of tools does he use?
   - Is it an inside or outside job?
   - Is the job temporary or permanent?
   - What training or education is needed? Where can a person be trained for the job?

   - ¿Dónde trabaja la persona?
   - ¿Quién es su supervisor (mayordomo)?
   - ¿Qué clase de trabajo hace la persona?
   - ¿Cuántas horas trabaja?
   - ¿Desempeña el trabajo solo o en compañía de otros?
   - ¿Qué clase de herramientas usa?
   - ¿Trabaja adentro o afuera de un edificio?
   - ¿Es el empleo temporal o permanente?
   - Qué entrenamiento o educación se necesita? ¿Dondé puede obtenerla?

Activities (cont.)

6. Ask each student to determine the qualifications for a job he would like. Have him find out where he would apply for the job.

   T: (Pedro), What would you need to get a job as a truck driver?

      M: (Pedro), ¿Qué necesitarías si trabajaras manejando un camión?

7. Ask the class to look in the want ads of the newspaper. Have each student cut out an ad describing a job he would like and bring it to class.

8. Have each student tell what type of job the ad describes, where the place of employment is, how much the job pays, and why he would like to have that job.

9. Ask each student to find the addresses of the closest state employment office and two private employment agencies.

10. Have a question-and-answer period with your students. Accept all appropriate responses, and guide the students whose responses need clarification or completion.

   T: Why do people work, (Luis)?
   S: (Accept all appropriate responses.)

      M: ¿Por qué trabaja la gente? (Luis)
      E: (Acepte toda respuesta apropiada.)

   T: What kind of jobs do people perform, (Marta)?
   S: (Accept all appropriate responses.)

      M: ¿Qué clase de trabajos desempeña la gente ? (Marta)
      E: (Acepta toda respuesta apropiada.)

   T: Are all of these jobs important? Why, (Jack)?
   S: (Accept all appropriate responses.)

      M: ¿Son importantes todos estos empleos? ¿Por qué? (Jack)
      E: (Acepte toda respuesta apropiada.)

Activities (cont.)

T: Well, let us pretend that I am a janitor in school. (Mark), what tasks do janitors perform at school?
S: They clean the building, repair broken desks and tables, mow the grass, etc.

M: Supongamos que soy el conserje de una escuela. (Mark), ¿Qué hace el conserje de una escuela?
E: Limpia los edificios, repara escritorios y mesas, corta el zacate (yerba), etc.

T: Can you tell me what would happen if we did not have a janitor in school?
S: (Accept all appropriate responses.)

M: ¿Qué pasaría si no tuvieramos un conserje en la escuela?
E: (Acepte toda respuesta apropiada.)

T: If I didn't have a job as a janitor, what would happen, (Fred)?
S: You couldn't buy food.

M: Si yo no tuviera un trabajo como conserje, ¿Qué sucedería? (Fred)
E: No podría comprar comida.

T: Would someone else be affected if all the school janitors couldn't buy food, (Maricruz)?
S: Their wives and their children.

M: ¿A quién más le afectaría si los conserjes de las escuelas no pudieran comprar comida? (Maricruz)
E: A sus esposas y a sus niños.

T: Who else, (Patricia)?
S: The grocer.

M: ¿A quién más? (Patricia)
E: Al tendero.

T: Right. If I didn't buy food he couldn't sell food. Who else would be affected, (Sue)?
S: The man who collects the rent.

Activities (cont.)

M: Muy bien. Si yo no pudiera comprar comida el tendero no podría vender. ¿A quién más le *afectaría*, (Sue)
E: Al *cobrador* de *rentas*.

T: Yes. If I did not have a job, he could not collect rent. If he didn't collect his rent, how would he buy his food, clothes, car, etc.?
S: He could find a job.

M: Sí. Si yo no tuviera trabajo, el cobrador no podría cobrar la renta. Y si él no pudiera cobrar la renta, ¿Cómo compraría su comida, su ropa, su carro, etc.?
E: Entonces tendría que buscarse otro trabajo.

T: Yes, but what if he couldn't get a job?
S: He wouldn't be able to buy any of those things.

M: Sí, pero si él no pudiera hallar trabajo, ¿Qué haría?
E: No podría comprarse nada.

* * *

T: If the grocer couldn't sell *groceries*, what would happen, (Mary Jo)?
S: He wouldn't be able to buy from the *producer*.

M: Si el tendero no pudiera vender *abarrotes* (comida, mandado, provisiones, comestibles), ¿Qué le pasaría al tendero? (Mary Jo)
E: No podría comprar nada del *productor*.

T: What would happen if the producer couldn't sell any food, (Javier)?
S: He couldn't buy any food from the *farmer*.

M: ¿Qué sucedería si el productor no pudiera vender sus abarrotes? (Javier)
E: No podría comprar los comestibles del *agricultor*.

T: What if the farmer couldn't sell his food?
S: He couldn't buy some of the other things he needed.

Activities (cont.)

M: ¿Qué sucedería si el agricultor no pudiera vender sus comestibles?
E: No podría comprar las cosas que necesita.

T: If the grocer couldn't sell groceries, what would happen to his store?
S: He would have to close it.

M: Si el tendero no pudiera vender los abarrotes, ¿Qué le pasaría a su tienda?
E: La tendría que cerrar.

T: What other people would be affected, (Hortencia)?
S: The people who work in the store.

M: ¿A qué otras personas les afectaría este cambio? (Hortencia)
E: A los empleados de la tienda.

T: Who else, (Rebeca)?
S: The bread salesman, soft drink salesman, etc.

M: ¿A quién más le afectaría esta situación? (Rebeca)
E: Al vendedor de pan.

Continue asking this question or giving more examples until you are sure the students understand how our economic system is interdependent.

Evaluation

1. Have each student list 2 occupations he has seen performed in his neighborhood.
2. Ask him to write at least 3 reasons why each of these occupations is important.
3. Have the student write at least 5 problems for each occupation that might arise if there were no one to perform it.

Optional Activities

1. Have the students interview community helpers (school teacher, principal, policeman, fireman, social worker, school nurse, etc.). Ask them to obtain the following information from the persons they interview:

   - Qualifications or requirements for the job
   - Is special training required?
   - Where and how can one apply for such a job?

2. Have the students fill out employment applications. In the sections calling for previous employment information, have the students write the names of previous schools and grades attended.

WAYS OF BUYING

Notes to the Teacher A dialogue in English and Spanish is provided. Use the language that is meaningful and relevant to the students. Be sure to include all students in the question-answer period. Accept all appropriate responses.

Concept Students learn different ways of buying and the importance of credit in our economy.

Objective At the conclusion of this lesson, the student will:

1. Name 3 local financial institutions.
2. Give at least 1 type of credit that is extended by each institution.
3. List at least 5 items for which people or institutions use credit.
4. Complete a credit application form.

Vocabulary

compare	comparar
contrast	contraste, contrastar
encourage	animar
consumer	consumidor
banks	bancos
cash	al contado
savings and loan associations	casas de ahorros y préstamos
credit unions	unión de crédito
goods	mercancía
save	ahorrar
finance company	compañía de préstamos
government agency	agencia del gobierno
financial institution	institución financiera
interest rates	precio de interés
deposits	depósitos
services	servicios

Vocabulary (cont.)

savings accounts	cuentas de ahorros
charge	sacar fiado
credit card	tarjeta de crédito
charge account	cuenta de crédito
installment buying	comprar en abonos, o facilidades de pago
appliances	aparatos eléctricos
bank official/ bank officer	banquero
loan	préstamo
interest	interés, rédito

Materials

List	Directions
Film: *Fred Meets a Bank*	Show the film in Activity 2.
Magazines, newspapers, scissors	
Different credit application forms	Distribute the different forms to students for Activity 10.

Activities

1. Define in simple language the new vocabulary introduced in this lesson.
2. Show the film to the students before beginning the lesson.
3. Ask the students to list in writing different ways to buy things.
4. Ask the students to compare and contrast different ways of buying.
5. Ask the students to cut advertisements from newspapers and magazines which encourage consumers to use any or all of the ways of buying.
6. Ask the students to cut pictures from magazines and newspapers which show banks, savings and loan associations, credit unions, finance companies, and government agencies which lend money for special purposes. Examples: farm loans, home loans. Have the students make a bulletin board

Activities (cont.)

display with the pictures of the different financial institutions. Have them list beneath each picture the different types of loans that institution makes.

7. Ask the students to compare the interest rates on loans from each of these institutions.

8. Ask the students to make a list of items they would pay cash for and items they would buy on installment.

9. Ask the students, when they go to some of the stores in town, to notice how many people pay cash and how many people use their charge accounts.

10. Have the students fill out credit application forms. Have them fill in every blank. Tell them it is important for creditors to have full information.

11. Ask the students to make a list of local financial institutions.

12. Have a question-answer period with students. Student responses are suggested below. Accept all appropriate responses. Guide students, who do not give clear or appropriate answers, to correct responses.

Borrowing from a Bank

T: I want to buy a new car, (Amelia), what are some of the ways that I can buy it?
S: You can pay cash for it, etc.

M: Quiero comprar un carro, ¿En que forma lo pudiera comprar? (Amelia)
E: Lo puedes pagar al contado.

T: What if I don't have cash, (Sam)?
S: You can save money to buy it.

M: (Sam), ¿Y si no tengo dinero para pagarlo al contado?
E: Puedes ahorrar dinero para comprarlo.

Activities (cont.)

T: That will take a long time. Is there any other way, (Betty)?
S: Yes. You can borrow the money.

M: Eso se llevaría mucho tiempo. ¿Hay alguna otra manera de comprarlo? (Betty)
E: Sí. Puedes pedir prestado el dinero.

T: From whom could I borrow the money? Could you lend me the money, (Rosita)?
S: No, I don't have that much money.

M: ¿De quién pudiera pedir prestado el dinero? ¿Me prestarías el dinero? (Rosita)
E: No, yo no tengo tanto dinero.

T: Then who could lend me the money to buy the car, (Juan)?
S: A bank. (Accept all appropriate responses.)

M: Entonces, ¿Quién me pudiera prestar el dinero para comprar un carro? (Juan)
E: Un banco. (Acepte toda respuesta apropiada).

Applying for Credit

T: If you were a bank officer, what would you want to know about me, (Ray)?
S: Your name, address, where you work, etc. (Accept all appropriate responses.)

M: Si tu fueras el banquero, ¿Qué necesitarías saber de mi? (Ray)
E: Tu nombre, tu dirección, donde trabajas, etc. (Acepte toda respuesta apropiada.)

Paying Back Loans

T: How would I pay back the loan, (Moses)?
S: You would pay back some of it every month.

Activities (cont.)

M: (Moses), ¿Cómo pagaría el préstamo?
E: Lo pagarías en abonos mensuales.

T: Would I just pay back what I borrowed or would I have to pay more, (Tino)?
S: You would have to pay more.

M: (Tino), ¿Pagaría solamente lo que me prestaron o tendría que pagar más?
E: Tendrías que pagar más.

T: Why?
S: You would have to pay the bank for using their money.

M: ¿Por qué?
E: Porque tendrías que pagarle al banco por el préstamo que te dieron.

T: What do we call the money we pay the bank for using their money, (Berta)?
S: Interest.

M: (Berta), ¿Cómo se le llama al dinero que pagamos por usar fondos del banco?
E: Se le llama interés ó rédito.

Where Banks Get Money

T: Where do banks get their money, (Gilberto)?
S: From interest paid by people.

M: (Gilberto), ¿De dónde obtienen los bancos su dinero?
E: De los intereses que paga la gente.

T: Where else, (Rudy)?
S: From deposits people make.

M: (Rudy), ¿De dónde más?
E: De los depósitos que hace la gente.

T: Do you mean they lend all the money people deposit, (Mauro)?
S: No, only the money in savings accounts.

Activities (cont.)

M: (Mauro), ¿Prestan los bancos todo el dinero que deposita la gente?
E: No, solamente el dinero de las cuentas de ahorro.

T: What are savings accounts, (Dora)?
S: Money that people save in the bank, and the bank pays them interest on it.

M: (Dora), ¿Qué son cuentas de ahorro?
E: Es el dinero que la gente ahorra en el banco y por el cual recibe cierto interés.

T: Do you mean the bank pays interest, too, (Cleotilde)? Why?
S: Yes, because it uses people's money.

M: Entonces ¿Quieres decir que el banco paga interés también? (Cleotilde) ¿Por qué?
E: Sí, porque el banco usa el dinero que la gente deposita en ahorros.

Charge Accounts

T: What if I wanted to buy some clothes which I needed right away, and I didn't have any money, nor did I want to borrow from the bank. What could I do, (Arnold)?
S: Charge it at the store.

M: Si yo quisiera comprar ropa que necesitara urgentemente y no tuviera el dinero para comparla; y tampoco quisiera pedir dinero prestado del banco, ¿Qué podría hacer? (Arnold)
E: Podrías sacarlo fiado de la tienda.

T: How could I do that, (Janie)?
S: With a credit card.

M: ¿Cómo podría hacerlo? (Janie)
E: Con una tarjeta de crédito.

Activities (cont.)

T: Where can I get one, (Felipe)?
S: You can get one at the store when you open a charge account.

M: ¿Dónde la puedo conseguir? (Felipe)
E: Puedes conseguirla en una en la tienda; cuando abras una cuenta de crédito.

T: What is a charge account, (Frances)?
S: It's a way the store lets you buy what you need, and you pay later.

M: ¿Qué es una cuenta de crédito? (Frances)
E: Es una manera de comprar la mercancía que necesitas y después la pagas en abonos.

T: What do you call this way of buying, (Elva)?
S: Installment buying.

M: (Elva), ¿Cómo le llaman a esta manera de comprar?
E: Le llaman comprar en abonos (o facilidades de pago).

T: What else do people buy on installment, (Vera)?
S: Houses, furniture, appliances, gasoline, etc. (Accept all appropriate responses.)

M: (Vera), ¿Qué otros cosas compra la gente en abonos?
E: Casas, muebles, aparatos eléctricos, gasolina, etc. (Acepte toda respuesta apropiada.)

Borrowing for Business

T: Can you think of someone else who would borrow money to buy what he needs?
S: A businessman.

M: ¿Quién más pide prestado para comprar lo que necesita?
E: Un hombre de negocios.

T: Why would he borrow money?
S: To make his business bigger or to buy more goods.

Activities (cont.)

M: ¿Por qué pediría dinero prestado un hombre de negocios?
E: Para invertir en su negocio o para comprar más mercancía.

Government Borrowing

T: Who else would borrow money?
S: The government.

M: ¿Quién más pide dinero prestado?
E: El gobierno.

T: Why would the government borrow money?
S: To provide services to the people.

M: ¿Por qué el gobierno pide dinero prestado?
E: Para prestar servicios al público.

Credit

T: What is very important if you don't have money to pay for what you need or want?
S: Credit.

M: Si necesitas o deseas algo, ¿Qué es lo más importante, si no tienes dinero para pagarlo al contado?
E: El crédito.

Evaluation Have the students:

1. Name 3 local financial institutions.

2. Give at least 1 type of credit that is extended by each institution.

3. List at least 5 items for which people or institutions use credit.

4. Complete a credit application form.

Optional Activities

1. Have each student write a report on one of the financial institutions. He can use an encyclopedia as a resource.

2. Have the students define the following:

$
%
1.5%
$10.00
¢
0.95
@
HP
lbs.
gal.
oz.

THE EXPLORATION AND DEVELOPMENT OF THE SOUTHWEST

Notes to the Teacher This lesson is intended to acquaint all students with the early exploration and settling of the Southwest. It is to be used with the entire class (30-35 students).

Notice that in the Evaluation three thought-provoking questions have been included. Have the student answer one of these questions in the language of his choice.

Concept Students become aware of the important roles played by the Spaniards, Indians, and Mexicans in the settling and development of the Southwest.

Objectives At the conclusion of this lesson, the student will:

1. List in writing 5 southwestern states which were once part of Mexico.
2. Name at least 3 Spanish explorers of the Southwest.
3. List at least 5 Mexican Texans who fought at the Alamo.
4. List in writing the names of 3 Mexican Texans who signed the Texas Declaration of Independence.
5. Answer 1 of 5 questions provided in Evaluation.

Vocabulary

explore	explorar
explorer	explorador
exploration	exploración
ill-fated	malaventurado, fracasado
expedition	expedición
slave	esclavo
friar	frailes
dissatisfied	disgustados
settle	poblar
Christianize	cristianizar
state capital	capital de estado

Vocabulary (cont.)

colonies	colonias
intermarried	casado con alguien de otra raza
missions	misiones
independence	independencia
Anglos	anglos
annexed	anexado
Treaty of Guadalupe Hidalgo	Tratado de Guadalupe Hidalgo

Materials

List	Directions
Books: *Americans All--A Nation of Immigrants* *The Story of the Mexican Americans: The Men and the Land* *People of America: They Came from Many Lands* *Exploring with American Heroes*	
Transparencies: *Early Missions in Texas* *Mexico in the Early 1800's* *The Republic of Texas*	Show these transparencies in Activity 6 to illustrate to students the area which once belonged to Mexico and which is now part of the United States. Use any history book as a source for these transparencies.

Activities

1. Have the students read *Americans All--A Nation of Immigrants*, pages 131-137.

2. Ask the students to read *The Story of the Mexican Americans: The Men and the Land*, pages 4-39.

Activities (cont.)

3. Ask the students to read *People of America: They Came from Many Lands*, pages 59-77.

4. Have the students read *Exploring with American Heroes*, pages 174-181.

5. Have the students draw a map of the United States of America.

6. Using the transparencies, have the students locate and identify the states that were once part of Mexico.

7. Have the students list states and cities with Spanish names.

8. Have the students use an encyclopedia to identify the following Spanish explorers:

    Francisco Vásquez de Coronado
    Juan de Oñate
    Juan Rodrigues Cabrillo
    Alvaro Núñez Cabeza de Vaca
    Ponce de León

9. Give the students the following list of Mexican Texans who fought and died in the Battle of the Alamo along with Travis, Crockett, Bowie, etc.

    Juan Abamillo
    Juan A. Badillo
    Carlos Espaller
    Antonio Fuentes
    José María Gregorio
    Toribio Losoya
    Andrés Nava
    Guadalupe Rodríguez
    Gregorio Esparza

10. Have the students read encyclopedia articles on the following:

    Jose Francisco Ruiz
    Lorenzo de Zavala
    José Miguel Aldrete
    José Antonio Navarro
    Jesús Cuellar
    Erasmo and Juan Seguín
    Ignacio Zaragoza de Seguín
    Antonio López de Santa Anna

11. Ask the students to discuss the previous list of characters. Who do they consider more important? Why?

12. Have a question-and-answer period with the students. Accept all appropriate responses.

Activities (cont.)

Spanish Exploration of the Southwest

T: (Manuel), Why did the Spaniards begin to explore the Southwest?
S: They were searching for another country like Mexico with gold and riches.

M: (Manuel), ¿Por qué exploraron los españoles el sudoeste?
E: Buscaban un país como México con oro y riquezas.

T: What role did Cabeza de Vaca play in the exploration of the Southwest, (Clara)?
S: While going back to Mexico after an ill-fated expedition, he heard stories about great cities with many riches.

M: ¿Qué papel desempeñó Cabeza de Vaca en la exploración del sudoeste? (Clara)
E: Al regresar a México de una expedición en que fracasó, se enteró que en el sudoeste existían grandes ciudades con muchas riquezas.

T: What happened when Cabeza de Vaca returned, (Lucy)?
S: Fray Marcos and Esteban, a black slave, were sent to explore the land.

M: ¿Qué pasó cuando regresó Cabeza de Vaca? (Lucy)
E: Fray Marcos y Esteban fueron enviados a explorar la tierra.

T: How did Esteban let Fray Marcos know that he had heard good news, (Charles)?
S: He sent back crosses as big as men.

M: ¿Cómo le dijo Esteban a Fray Marcos que había oído buenas noticias? (Charles)
E: Le enviaba cruces tan grandes como el tamaño de un hombre.

T: What happened to Esteban? Why?
S: (Accept all appropriate responses.)

M: ¿Qué le pasó a Esteban? ¿Por qué?
E: (Acepte toda respuesta apropiada.)

Activities (cont.)

T: Did Fray Marcos see the great cities, (Molly)?
S: No, he found only Indian villages with houses built of clay.

M: (Molly), ¿Vio Fray Marcos las grandes ciudades?
E: No, solo encontró pueblos de indios que vivían en casas de barro.

T: Who was the next explorer in the Southwest, (Delia)?
S: Francisco Vásquez de Coronado.

M: (Delia), ¿Quién fue otro explorador del sudoeste?
E: Francisco Vásquez de Coronado.

T: Why were he and his men disappointed?
S: (Accept all appropriate responses.)

M: ¿Por qué se decepcionaron él y sus hombres?
E: (Acepte toda respuesta apropiada.)

T: What did one of Coronado's group discover, (Sofía)?
S: The Grand Canyon. (Accept all appropriate responses.)

M: ¿Qué descubrió el grupo de Coronado? (Sofía)
E: El Grand Canyon. (Acepte toda respuesta apropiada.)

T: In their search for the city of Quivira, how far did they go?
S: They went into the present state of Kansas.

M: En busca de la ciudad de Quivira, ¿hasta dónde llegaron?
E: Llegaron hasta lo que hoy es el estado de Kansas.

T: Where did Juan Oñate's expedition settle?
S: The new land north of Mexico or the colony of New Mexico.

M: ¿Dónde se estableció la expedición de Juan Oñate?
E: Al norte de México o en la colonia de Nuevo México.

T: (Linda), Why did the friars go with the explorers?
S: To provide church services to the settlers and to Christianize the Indians.

Activities (cont.)

> M: (Linda), ¿Por qué iban los frailes con los exploradores?
> E: Para prestar servicios religiosos a los pobladores y para cristianizar a los indios.

T: Which is the oldest state capital in the United States, and when was it founded?
S: Santa Fe is the oldest state capital, and it was founded in 1609.

> M: ¿Cuál es la capital estatal más antigua y cuándo se fundó? (Roberto)
> E: Santa Fe es la capital estatal más antigua y se fundó en 1609.

T: Why did the Spaniards increase their efforts to settle the Southwest?
S: Because other countries wanted to build colonies in the New World, and the friars wanted to convert the Indians.

> M: ¿Por qué se propusieron los españoles en colonizar el sudoeste?
> E: Porque otros países querían colonizar el nuevo continente y los frailes querían convertir a los indios.

T: (Carmen), Who were some of the friars who wanted to convert the Indians?
S: Fray Eusebio Kino and Fray Junípero Serra.

> M: (Carmen), ¿Quiénes fueron algunos de los frailes que querían convertir a los indios?
> E: Fray Eusebio Kino y Fray Junípero Serra.

T: (Fred), If there were only Indians and the Spanish explorers in the Southwest, where did the Mexican come from?
S: The Spaniards and the Indians intermarried and gave birth to the Mexican race.

> M: (Fred), Si había solamente indios y exploradores expañoles en el sudoeste, ¿De dónde vinieron los mexicanos?
> E: Los españoles y los indios se casaron unos con otros y como resultado surgió la raza mexicana.

Activities (cont.)

T: What are people of Spanish-Indian ancestors called?
S: Mestizos.

M: ¿Cómo se les llama a los descendientes de padres españoles e indios?
E: Mestizos.

T: Are all Mexicans mestizos, (Ben)? Why?
S: No. Some Spaniards and Indians never intermarried.

M: ¿Son mestizos todos los mexicanos? (Ben) ¿Por qué?
E: No. Algunos españoles e indios no se casaron entre si.

T: (Raúl), What other European nation sent explorers to Texas?
S: France.

M: (Raúl), ¿Qué otra nación europea mandó exploradores a Texas?
E: Francia.

T: How did the Spaniards settle the Southwest, (Ralph)?
S: By building missions and urging settlers to come to the new colonies.

M: (Ralph), ¿Cómo poblaron los españoles el sudoeste?
E: Construyeron misiones y animaron a los colonizadores a venir a las nuevas tierras.

Mexico and Texas

T: What happened in 1821 that was important to the people of Texas, (Ramiro)?
S: Mexico won her independence from Spain, and Stephen F. Austin was given permission by the Mexican government to bring settlers into Texas.

M: (Ramiro), ¿Qué pasó en 1821 que fue importante para la gente de Texas?
E: México ganó su independencia de España y Stephen F. Austin recibió permiso del gobierno mexicano para traer pobladores a Texas.

Activities (cont.)

T: What were some of the differences that caused problems between Mexicans and Anglos?
S: Language, religious beliefs, customs, etc. (Accept all appropriate responses.)

M: (Celia), ¿Qué diferencias causaron problema entre los mexicanos y los angloamericanos?
E: Lenguaje, creencias, religión, costumbres,eetc. (Acepte toda respuesta apropiada.)

T: Why did the Mexican government try to keep the Anglos out of Texas?
S: Many Anglos wanted to make Texas part of the United States. Anglos were increasing in number.

M: (Debby), ¿Por qué trató el gobierno mexicano de impedir que más angloamericanos vinieran a Texas?
E: La mayoría de los angolamericanos querían convertir Texas como parte de los Estados Unidos. Los angloamericanos habían aumentando en número.

T: (Andrew), What was the name of the Mexican general who defeated the Texans at the Alamo?
S: Antonio López de Santa Anna.

M: (Andrew), ¿Cómo se llamaba el general mexicano que derrotó a los tejanos en el Alamo?
E: Antonio López de Santa Anna.

T: (Pablo), What was the name of the Texan's leader?
S: William B. Travis.

M: (Pablo), ¿Cómo se llamaba el líder de Texas?
E: William B. Travis.

T: Who were some of the Mexican Texans who fought at the Alamo along with Travis?
S: Juan Abamillo, Carlos Espaller, Antonio Fuentes, Andrés Nava, Gregoria Esparza, etc.

M: ¿Quiénes fueron algunos de los méxico-tejanos que pelearon al lado de Travis en el Alamo?
E: Juan Abamillo, Carlos Espaller, Antonio Fuentes, Andrés Nava, Gregorio Esparza, etc.

Activities (cont.)

T: Why do you think they fought with the Anglos against Santa Anna, (Enrique)?
S: Because many Mexicans in Mexico and in Texas were dissatisfied with the dictator Santa Anna. (Accept all appropriate responses.)

M: (Enrique), ¿Por qué crees que los méxico-tejanos y los angloamericanos hayan peleado, contra del dictador Santa Anna.
E: Porque muchos mexicanos en México y en Texas estaban disgustados con el dictador Santa Anna. (Acepte toda respuesta apropiada.)

T: (Jane), Who were some of the Mexican Texans who were leaders in the struggle for Texas independence.
S: José Antonio Navarro, José Francisco Ruiz, Lorenzo de Zavala were all signers of the Texas Declaration of Independence. Lorenzo de Zavala served as interim vice-president of the Republic of Texas.

M: (Jane), ¿Quiénes fueron algunos de los méxico-tejanos que fueron líderes en la lucha por la independencia de Texas?
E: José Antonio Navarro, José Francisco Ruiz, y Lorenzo de Zavala firmaron la Declaración de Independencia de Texas. Lorenzo de Zavala fue vice presidente interino de la República de Texas.

T: What battle brought an end to the Texas Revolution, (John)?
S: The battle of San Jacinto.

M: (John), ¿Qué batalla puso fin a la Revolución de Texas?
E: La batalla de San Jacinto.

T: (Rubén), What happened at San Jacinto?
S: Sam Houston defeated Santa Anna.

M: (Rubén), ¿Qué ocurrió en la batalla de San Jacinto?
E: Sam Houston derrotó a Santa Anna.

Activities (cont.)

The Treaty of Guadalupe Hidalgo

T: (Sally), How did the rest of the Southwest become part of the United States?
S: The rest of the Southwest including California was annexed by the United States at the end of the Mexican-American War in 1848.

M: (Sally), ¿Cómo llegó el resto del sudoeste a ser parte de los Estados Unidos?
E: El resto del sudoeste incluyendo California fue anexado por los Estados Unidos al terminar la guerra entre México y los Estados Unidos in 1848.

T: (Richard), What did the United States give Mexico for the land that was annexed?
S: The United States gave 15 million dollars to Mexico.

M: (Richard), ¿Qué tanto dinero pagaron los Estados Unidos a México por el terreno que fué anexado?
E: Los Estados Unidos ofrecieron 15 millones de dólares a México.

T: What happened to the people living in this area?
S: The Treaty of Guadalupe Hidalgo gave them a choice of going to Mexico or of becoming citizens of the United States.

M: ¿Qué pasó con la gente que vivía en esta área?
E: El Tratado de Guadalupe-Hidalgo les dió la oportunidad de escoger el hacerse ciudadanos de los Estados Unidos o regresar a México.

T: (Sam), Who became the Mexican Americans?
S: The Mexicans who decided to become citizens of the United States.

M: (Sam), ¿Quiénes llegaron a ser los méxico-americanos?
E: Los mexicanos que decidieron hacerse ciudadanos de los Estados Unidos.

Evaluation At the conclusion of this lesson, the student will:

1. Write the names of 5 southwestern states which once belonged to Mexico.
2. Name 3 Spanish explorers of the Southwest.
3. List in writing the names of at least 5 of the Mexican Texans who fought at the Alamo.
4. Give the names of 3 Mexican Texans who signed the Texas Declaration of Independence.

Ask each student to answer one of the following questions in the language of his choice.

1. If you had been a Mexican in Texas in 1821, how would you have felt toward the Anglos who were coming to settle in Texas?
2. If you had been a Mexican in 1835, would you have fought for or against Santa Anna? Why?
3. If you had been a Mexican in 1848 and had been given a choice to go to Mexico or to become a citizen of the United States, what would you have done? Why?

Optional Activities

1. Have the students list some of the old Spanish missions and collect or draw pictures of them.
2. Have the students draw maps showing the routes taken by Spanish explorers in their expeditions through the Southwest.

MEXICAN AMERICANS: CONTRIBUTIONS, SUCCESSES, CHALLENGES

Notes to the Teacher   This lesson is designed for 25-30 students. Provide additional names of successful Mexican Americans or replace those names on the lists provided with the names of successful Mexican Americans who may be more relevant to your students.

In the evaluation three thought-provoking questions have been provided. Ask each student to answer one of them in the language of his preference. It is hoped that in answering the question the student will put to use the information he has acquired in this lesson.

Concept   Students learn (1) that the Mexican American and his ancestors have made significant contributions to the growth and development of the United States and (2) that the Mexican American is a vital element in the further development of our country because of his culture and heritage.

Objective   At the conclusion of this lesson, the student will:

1. Name 5 areas to which the Mexican American has made significant contributions and give an example for each. Example: cattle raising--cattle were first shipped to the New World by Gregorio Villalobos.
2. List in writing the names of 5 outstanding Mexican Americans and their contributions to our country.
3. Write 10 Spanish words from the list in Activity 3 and their English derivatives.
4. Answer 1 of 3 questions provided in Evaluation.

Vocabulary

ancestors	antepasados, antecesores
relatives	parientes
explorers	exploradores
contributions	aportaciones, cooperación, contribución

Vocabulary (cont.)

ranching	ranchería
cattle industry	industria ganadera
bred	criaron (criar)
settled	poblaron (poblar)
tools	herramienta
equipment	equipo
annual event	evento anual
rodeo	rodeo
communications	comunicaciones
community property	propiedad común
water rights	derechos del agua
theme	tema (el)
assign	asignar
sheep raising	cría de ovejas
rules	leyes, reglamentos
govern	gobiernan (gobernar)
mining	minería
placer method	método placer (lavadero de oro)
batea	batea
farming	agricultura
sugar beet	betabel
irrigated	irrigación
products	productos
system	sistema
linking	conectaban, conectar
cattle	ganado
mineral rights	derechos de minerales
biographical	biográfico
discover	descubrir
sketch	bosquejo

Materials

List	Directions
Books: *Americans All--A Nation of Immigrants* *People of America: They Came from Many Lands*	
Pictures: Prominent local Mexican Americans	Show these 5 pictures during Activity 8. Indicate to the students that these are local Mexican Americans. A sample is given on pages 70-71.

Activities

1. Have the students read *Americans All--A Nation of Immigrants*, pages 138-154.

2. Ask the students to read *People of America: They Came from Many Lands*, pages 78-82.

3. Write the list of Spanish words below, and ask the students to give the English word derived from each. Derivatives are given in parentheses.

   vaquero (cowboy)
   arroyo (arroyo)
   chaparreras (chaps)
   mesteño (mustang)
   la reata (lariat)
   calabozo (calaboose, jail)
   lazo (lasso)
   cañón (canyon)
   rancho (ranch)
   cuerda (quirt)
   estampida (stampede)
   rodeo (rodeo)
   vamos (vamoose, let's go)
   guitarra (guitar)
   caravana (caravan)
   corral (corral)
   fiesta (fiesta)
   patio (patio)
   hacienda (hacienda)
   pueblo (pueblo)
   montaña (mountain)
   burro (burro)
   misión (mission)

4. Divide the class into several groups of six or seven students. Have each group choose an area to which Mexican Americans or their ancestors have made significant contributions. Examples: ranching, sheep raising, farming, mining, law, architecture, communications, etc. Have the students make bulletin board displays with pictures or drawings depicting the topics they have chosen.

5. Assign each student a name from the list on page 67, and ask him to write a short biographical sketch in the language of his preference. Have the students read the biographies they have written to the class.

6. Ask the students to list and discuss the problems that Mexican Americans, Blacks, and Whites encounter today and ways to solve these problems. For example: low-paying jobs, education, housing, etc.

7. Ask the students to list some Mexican American organizations in their neighborhood and what these groups do to help solve the problems of Mexican Americans. A list of some of these organizations is provided on page 68. You may want to invite a Mexican American leader to talk to the class about what he does, the organization he represents, minority involvement in school and community affairs, etc.

Activities (cont.)

8. Ask each student to choose one name from the list of local Mexican Americans and to write a short theme on this person. Use the sample on pages 70-71 as a guide.

9. Have a question-answer period with students. Accept all appropriate responses. Encourage all students to participate. The student answers below are only suggestions.

Mexican Americans in the Southwest

T: (Carol), In what part of the country do most Mexican Americans live today?
S: Most Mexican Americans live in the Southwest.

> M: (Carol), ¿En qué parte de los Estados Unidos vive la mayoría de los méxico-americanos?
> E: La mayor parte vive en el sudoeste de los Estados Unidos.

T: (Steven), Why do they live in the Southwest?
S: Because their ancestors used to live here, or they have stayed in the Southwest because they have relatives living in the Southwest.

> M: (Steven), ¿Por qué viven en el sudoeste?
> E: Porque sus antecesores vivían en el sudoeste, y también, porque sus parientes se quedaron.

T: When did some of the ancestors of the Mexican American first come to the Southwest, (Fabiola)?
S: They came with the Spanish explorers.

> M: (Fabiola), ¿Cuándo vinieron algunos de los antecesores de los méxico-americanos al sudoeste?
> E: Cuando vinieron con los exploradores españoles.

T: (Craig), If the Mexican American and his ancestors have been in the Southwest for such a long time, what are some of his contributions to people in the Southwest?
S: (Accept all appropriate responses.)

> M: (Craig), si el méxico-americano y sus antecesores han permanecido en el sudoeste desde hace mucho tiempo, ¿En qué forma crees que han contribuído con este país?
> E: (Acepte toda respuesta apropiada.)

Activities (cont.)

Ranching and the Cattle Industry

T: (Ruben), What contributions did the Mexican Americans make to ranching?
S: Mexican Americans contributed most of the language of the cattle industry. They brought and bred the first cattle and taught the Anglos who later settled in the Southwest how to use the tools and equipment used by ranchers.

M: (Rubén), ¿Cómo contribuyeron los méxico-americanos a la ranchería?
E: Los méxico-americanos contribuyeron con gran parte del lenguaje de la industria ganadera. Trajeron y criaron el primer ganado y más tarde enseñaron a los angloamericanos a usar la herramienta y el equipo de la ranchería.

T: (Weldon), Who shipped the first cattle to the New World?
S: Gregorio Villalobos.

M: (Weldon), ¿Quién embarcó el primer ganado al continente americano?
E: Gregorio Villalobos.

T: (Penny), What annual event in some cities of the Southwest dates back to the early days of cattle raising?
S: The rodeo.

M: (Penny), ¿Qué evento anual del sudoeste se traza a los primeros días de la ganadería?
E: El rodeo.

Sheep Raising

T: (Barry), What else did the Mexican American or his ancestors contribute?
S: They started sheep raising in the Southwest.

Activities (cont.)

M: (Barry), ¿En qué otra forma contribuyeron los méxico-americanos o sus antecesores?
E: Originaron la cría de ovejas.

T: What were some of the contributions to this industry, (Sylvia)?
S: They brought the first sheep and established rules that govern the industry even today. (Accept all appropriate responses.)

M: (Sylvia), ¿Cómo contribuyeron en la industria ganadera?
E: Trajeron las primeras ovejas y establecieron leyes que aún hay existen. (Acepte toda respuesta apropiada.)

T: (Ricardo), Do you know who brought the first sheep to the Southwest?
S: One of the explorers, Juan de Oñate.

M: (Ricardo), ¿Quién trajo las primeras ovejas al sudoeste?
E: Uno de los exploradores, Juan de Oñate.

Mining

T: What else did the Mexican American or his ancestors contribute to the Southwest, (Tony)?
S: The mining methods used in Spain and Mexico.

M: (Tony), ¿En qué otra forma contribuyeron los méxico-americanos o sus antecesores al progreso del sudoeste?
E: Al introducir métodos de minería que se usaban en México y en España.

T: (Ralph), Who was the first one to discover gold in California?
S: Francisco López discovered gold on March 9, 1842.

M: (Ralph), ¿Quién fue el primer explorador en descubrir oro en California?
E: Francisco López descubrió oro el 9 de marzo de 1842.

Activities (cont.)

T: Who had been mining in the Southwest long before the coming of the Anglos, (Juan)?
S: The Spaniards and later the Mexicans operated mines.

M: (Juan), ¿Quiénes trabajaban en la minería antes que inmigraran los angloamericanos?
E: Los españoles y después los mexicanos trabajaban en las minas.

T: (Yolanda), What was one of the methods used to get gold?
S: The placer method.

M: (Yolanda), ¿Cuál fué uno de los métodos que usaban para obtener el oro?
E: Usaban el método "placer" (lavadero de oro).

T: How did this method work, (Noemí)?
S: The miner would use a small bowl called a batea. The miner would fill his batea with loose stones and wash them. Since gold was heavy, it would settle to the bottom of the bowl.

M: ¿Cómo se empleaba este método? (Noemí)
E: El minero usaba un tazón llamado batea. El minero llenaba su batea con piedrecitas sueltas y las lavaba. Como el oro era más pesado se asentaba al fondo de la batea.

Agriculture

T: (Santos), To what other industry did the Mexican American or his ancestors make contributions?
S: Farming.

M: (Santos), ¿En qué otra industria contribuyeron los méxico-americanos o sus antecesores?
E: En la agricultura.

T: What contributions did they make to farming?
S: They developed the sugar beet industry.

Activities (cont.)

M: ¿En qué forma contribuyeron en la agricultura? (Diana)
E: Desarrollaron la industria del betabel.

T: (Velma), What else?
S: They taught the Anglos the irrigated farming system they had learned in Spain and from the Pueblo Indians.

M: (Velam), ¿Y en qué más?
E: Enseñaron a los angloamericanos el sistema de irrigación que habían aprendido en España y de los indios Pueblo.

T: Can you name some of the products they grew in the Southwest, (Sandra)?
S: Oranges, lemons, pears, wheat, cotton, cabbage, onions, peaches, apples, etc.

M: (Sandra), ¿Qué productos se cultivaron en el sudoeste?
E: Naranjas, limones, peras, trigo, algodón, repollo, cebollas, duraznos, manzanas, etc.

Communications

T: What did the Mexican American or his ancestors contribute in the area of communications?
S: The Camino Real and the first Pony Express.

M: ¿En qué contribuyeron los méxico-americanos o sus antecesores en el área de comunicaciones?
E: El Camino Real y el primer "Pony Express" (entrega de correo a caballo).

T: What is the Camino Real?
S: It was a system of roads linking the missions and pueblos. It later became the rail lines and highways of the Southwest.

M: ¿Qué era el Camino Real?
E: Era un sistema de caminos que conectaba a las misiones misiones y a los pueblos. Más tarde llegaron a ser las vías ferrocarrileras y las carreteras del sudoeste.

Activities (cont.)

T: When and where did the first Pony Express begin?
S: It began in 1807 between Chihuahua, Mexico and Santa Fe, New Mexico.

M: ¿Cuándo y dónde comenzó el primer "Pony Express"?
E: Comenzó en 1807 entre Chihuahua, México y Santa Fé, Nuevo México.

Law

T: In what other area were contributions made, (Melba)?
S: Many of the laws in the Southwestern states were old Spanish or Mexican laws.

M: (Melba), ¿En que otra área hicieron aportaciones?
E: Muchas de las leyes de los estados del sudoeste eran antiguas leyes españolas o mexicanas.

T: What are some of these laws, (Susie)?
S: Community property laws.

M: (Susie), ¿Cuáles son algunas de estas leyes?
E: Las leyes de propiedad común.

T: What is community property, (Dionisio)?
S: (Accept all appropriate responses.)

M: (Dionisio), ¿Qué es propiedad común?
E: (Acepte toda respuesta apropiada.)

T: Were there any other laws, (Clara)?
S: Yes. There were laws that dealt with water rights and mineral rights.

M: (Clara), ¿Hubo otras leyes?
E: Sí. Hubo leyes relacionadas con los derechos del agua y de los minerales.

Activities (cont.)

Other Contributions

T: In what other ways have Mexican Americans contributed to the growth and development of the Southwest and the United States, (Severo)?
S: They have supplied the labor on farms, ranches, and railroads and in mines and factories. They have fought alongside soldiers of other races defending our country in time of war. (Accept all appropriate responses.)

M: ¿En qué otra forma han contribuído los méxico-americanos al crecimiento y desarrollo del sudoeste y de los Estados Unidos? (Severo)
E: Han proveído obreros que trabajan en granjas, ranchos, minas, ferrocarriles y fábricas. Han defendido a nuestro país en tiempo de guerra.

T: Do Mexican Americans work in other type of jobs?
S: Yes. Some are doctors, lawyers, teachers, druggists, politicians, etc.

M: ¿Qué otros empleos tienen los méxico-americanos?
E: Sí. Algunos son médicos, abogados, profesores, farmacéuticos, políticos, etc.

T: Do you know some Mexican Americans from our town who are lawyers, doctors, or teachers? Who are they?
S: (Accept all appropriate responses.)

M: ¿Conoces algunos méxico-americanos que sean abogados, médicos, o profesores? ¿Quiénes son?
E: (Acepte toda respuesta apropiada.)

Evaluation The student will:

1. Name 5 areas in which the Mexican American has made significant contributions and give one example for each.

2. List in writing the names of 5 outstanding Mexican Americans and their contributions to our country.

Evaluation (cont.)

3. Write 10 Spanish words from the list in Activity 3 and their English derivatives.

The student will answer one of the following thought-provoking questions:

1. In your opinion which is the most significant contribution Mexican Americans have made to our country? Why?
2. What is the main problem facing Mexican Americans, Blacks, and Whites today? Why?
3. Do you think bilingual education can help Mexican Americans, Blacks, and Whites? Why?

Optional Activities

1. Have the students interview persons they consider to be successful Mexican Americans, and ask them to read the results of their interviews to the class.
2. Ask the students to write 20 sentences using words from the vocabulary list. The sentences may be written in English or Spanish.

OUTSTANDING MEXICAN AMERICANS ON THE NATIONAL LEVEL

Assign each student a name from this list, and ask him to write in English or Spanish a short biographical sketch.

1.	Vicente T. Ximénes	Federal government executive
2.	José Angel Gutiérrez	Political leader
3.	Rodolfo "Corky" González	Activist and poet
4.	Ramsey Muñíz	Raza Unida candidate for Texas governorship
5.	Phillip Sánchez	Federal government executive
6.	Romana Bañuelos	U.S. Treasurer
7.	César Chavez	Labor leader
8.	Raymond L. Telles	U.S. Ambassador to Costa Rica
9.	Benigno C. Hernández	U.S. Ambassador to Paraguay
10.	Henry B. González	U.S. Congressman from Texas
11.	Joseph Montoya	U.S. Senator from New Mexico
12.	Edward R. Roybal	U.S. Congressman from California
13.	Eligio "Kika" de la Garza	U.S. Congressman from Texas
14.	Reies Tijerina	Civil rights leader from New Mexico
15.	Ernesto Galarza	Educator
16.	George I. Sánchez	College professor
17.	Lee Treviño	Professional golfer
18.	Trini López	Entertainer
19.	Jim Plunkett	Professional football player
20.	Cleto Rodríguez	World War II hero
21.	Vicki Carr	Entertainer
22.	Ricardo "Pancho" González	Professional tennis player
23.	Joan Baez	Entertainer
24.	Gilbert Roland	Actor
25.	Ricardo Montalbán	Actor
26.	Anthony Quinn	Actor
27.	Héctor P. García	Member, U.S. delegation to the United Nations
28.	Macario García	World War II hero
29.	Severo Gómez	Educator
30.	Julián Nava	Educator
31.	Daniel Fernández	Vietnam War hero
32.	César Romero	Actor
33.	Johnny Rodríguez	Singer

Biographical information on these persons can be found in:

1. *The Mexicans in America* by Jane Pinchot.

2. *Mexican Americans: Past, Present, and Future* by Julián Nava.

3. *A Mexican American Source Book* by Feliciano Rivera.

MEXICAN AMERICAN ORGANIZATIONS

Political Organizations

CSO - Community Service Organization
GI Forum
Unity League
LULAC - League of United Latin American Citizens
CMAA - Council of Mexican American Affairs
MAYO - Mexican American Youth Organization
PASSO - Political Association of Spanish Speaking Organizations
MAPA - Mexican American Political Association
La Raza Unida
Brown Berets

Student Organizations

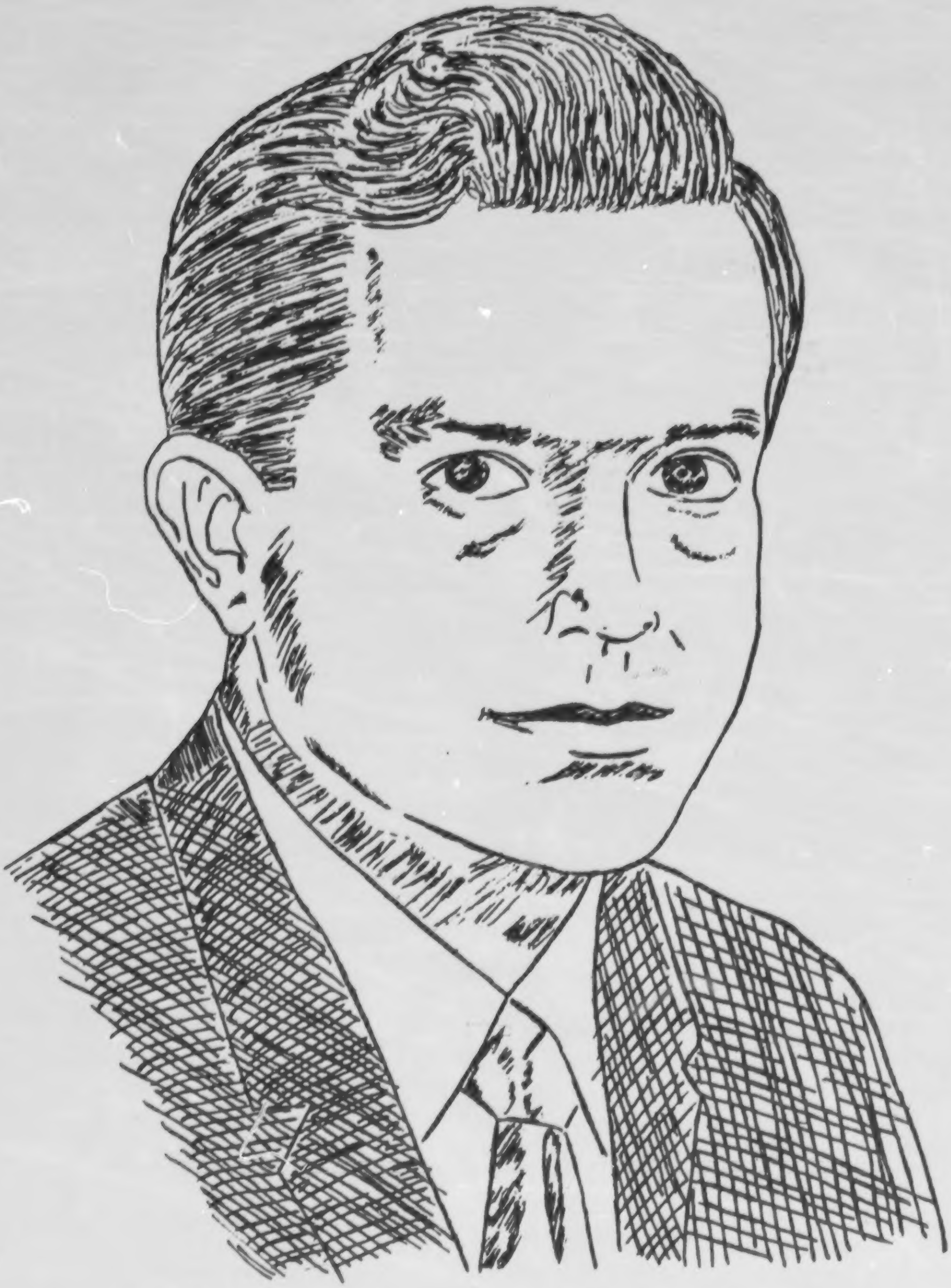
UMAS - United Mexican American Students
MASO - Mexican American Student Organization
MASC - Mexican American Student Confederation
NOMAS - National Organization of Mexican American Students
MECHA - Movimiento Estudiantil Chicano de Aztlán

MEXICAN AMERICAN MEDAL OF HONOR WINNERS
WORLD WAR II AND KOREAN CONFLICT

1.	Pvt. José P. Martínez	Ault, Colorado
2.	Staff Sergeant Agustín Lucio	San Marcos, Texas
3.	Staff Sergeant Luciano Adams	Port Arthur, Texas
4.	Staff Sergeant Macario García	Sugarland, Texas
5.	Sergeant José M. López	Brownsville, Texas
6.	Pvt. José F. Valdez	Governador, New Mexico
7.	PFC Silvestre Herrera	Phoenix, Arizona
8.	Pvt. Cleto Rodríguez	San Marcos, Texas
9.	Pvt. Manuel Pérez, Jr.	Chicago, Illinois
10.	Staff Sergeant Ysmael Villegas	Casablanca, California
11.	PFC David González	Pacoima, California
12.	Sergeant Alejandro Ruíz	Loving, New Mexico
13.	PFC Eugene A. Obregón	Los Angeles, California
14.	Sergeant Joseph C. Rodríguez	San Bernardino, California
15.	Corporal Rodolfo P. Hernández	Colton, California
16.	PFC Edward Gómez	Omaha, Nebraska
17.	Corporal Benito Martínez	Fort Hancock, Texas
18.	Sergeant Ambrosio Guillén	La Junta, Colorado

OUTSTANDING MEXICAN AMERICAN WOMEN

Marta Cotera	Librarian
Mari Luci Jaramillo	Scholar and teacher
Annabelle Valle	Project director
Olga de León	Social researcher
Vikki Carr	Entertainer
Lupe Anguiano	Civil rights advocate
Cleotilde García	Surgeon
Romana A. Bañuelos	U.S. Treasurer
Anita Sylvia García	Pharmacist
Guadalupe Quintanilla	Project director



ERNESTO ALFREDO GUZMAN

ERNESTO ALFREDO GUZMAN

Associate Professor

Born:	July 29, 1932, Edinburg, Texas
Education:	Edinburg High School - 1950 B.A., Texas Christian University - 1960 M.A., Texas Technological College - 1962
Highlights:	Associate Professor of Spanish, Chairman of Department of Modern Foreign Languages -- Tarrant County Junior College, South Campus Second Vice-President -- National Mexican-American College Education Fund Representative of Mexican American organizations to City Council

Mr. Guzmán attended Edinburg Regional College (Pan American University) before entering military service in 1952. He served in the Air Force for almost four years in the field of radio communications. While in the service, he served a year in the Pacific during the hydrogen bomb tests of 1954. Mr. Guzmán has taught four years in high school and seven years in junior college. He has done post master's study at TCU and New Mexico University and is presently working on his Ph.D. degree, Foreign Languages and Higher Administration, at North Texas State University. He is married to the former Aileen Morgan of Fort Worth and has three children.

LINCOLN, JUAREZ, KING

Notes to the Teacher Compare the lives of these three great men and their accomplishments. Secure the films which you will show to the students early to avoid any complications.

During the dialogue ask a question, pause, then call on a student. This will cause more students to think and will encourage participation by a greater number of students.

Biographical information in Spanish is provided for those students who may not be able to read the encyclopedia articles in English.

Concept Students learn, each in his dominant language, that men, regardless of race or origin, have a love of freedom, a sense of justice, and a desire for peace.

Objective At the conclusion of this lesson, the student will:

1. List in writing, in Spanish or English, at least 5 facts about each of the characters he has studied (Lincoln, Juárez, King).
2. Write a short essay in the language of his preference describing why he thinks each of these men is important.
3. Be able to define in the language of his preference 20 of the words in the vocabulary list.
4. Answer 1 of 3 questions provided in Evaluation.

Vocabulary

obstacles	obstáculos
language	idioma
overcome	vencer (venció)
priest	sacerdote
injustice	injusticia
peaceful marches	marchas pacíficas
nonviolent protests	protestas no-violentas
racial discrimination	discriminación racial

Vocabulary (cont.)

inequality	desigualdad
equal rights	igualdad de derechos
government	gobierno
dictator	dictador
slavery	esclavitud
assassinated	asesinaron
demonstrations	manifestaciones
employment	empleos
boycott	boicoteo
orphan	huérfano
alien	forastero, extranjero
representative	diputado
exile	desterrar
head	encabezar

Materials

List	Directions
Films: *Lincoln in the White House* *I Have a Dream--The Life of Martin Luther King*	Show these films to the students to start this lesson.
Book: *Exploring with American Heroes*	
Worksheets: Optional Activity 1 (pp. 83-84) Optional Activity 2 (pp. 85-86)	Duplicate copies for the students.

Activities

1. Ask the students to read books or encyclopedia articles on Abraham Lincoln, Benito Juárez, and Martin Luther King, Jr.
2. Ask each student to write a page discussing what about these men impressed him the most.
3. Show the films *Lincoln in the White House* and *I Have a Dream--The Life of Martin Luther King.*
4. Ask the students to read pages 182 to 189 in *Exploring with American Heroes.*

Activities (cont.)

5. Read to the students biographical information about Juárez, Lincoln, and King. Much of this information is provided on pages 87-90.

6. Ask each student to write a page comparing the life and deeds of these three men. Examples: How were they similar? What did they want for their people? How did they overcome the obstacles facing them?

7. Ask each student to draw a picture representing a phase in the life of each man.

8. Ask the students to list persons they know who have the same desires and aspirations as Lincoln, Juárez, and King.

9. Ask the students to translate and then discuss the following phrases:

> "I have a dream that one day men will rise up and come to see that they are made to live together as brothers." (Martin Luther King, Jr., *The Trumpet of Conscience*, Harper and Row, 1968, p. 77.)
>
> "Fourscore and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal." (Abraham Lincoln, "Gettysburg Address")
>
> "Entre los individuos como entre las naciones, el respeto al derecho ajeno es la paz." (Benito Juárez)

10. Have a question-answer period with the students. The answers in this dialogue are suggested. Ask the question, pause, and then ask one of the students to answer. Accept all appropriate responses.

Juárez

T: What was one of Benito Juárez's obstacles as a young boy, (Raquel)?
S: He was poor.

Activities (cont.)

M: (Raquel), ¿Qué obstáculo tenía Benito Juárez durante su niñez?
E: Era pobre.

T: Yes, and what else?
S: He knew only the Indian language.

M: Sí, y ¿qué más?
E: Solamente sabía el idioma indio.

T: How did he overcome this obstacle, (Fred)?
S: He studied very hard.

M: (Fred), ¿Cómo venció este obstáculo?
E: Estudió mucho.

T: How old was he when he first spoke Spanish, (Gonzalo)?
S: He was twelve years old.

M: (Gonzalo), ¿Cuántos años tenía cuando comenzó a hablar español?
E: Tenía doce años.

T: Who helped him learn Spanish, (Blanca)?
S: The Franciscan priest Antonio Salanueva.

M: (Blanca), ¿Quién le ayudó a aprender español?
E: El sacerdote Antonio Salanueva.

T: What did Father Salanueva want Benito to become?
S: He wanted Benito to become a priest, also.

M: ¿Qué quería el padre Salanueva que fuera Benito?
E: Quería que también fuera sacerdote.

T: What did Juárez want to do?
S: He wanted to help the poor people have a better life.

M: ¿Qué quería hacer Juárez?
E: Quería ayudar a la gente a mejorar su manera de vivir.

T: Why did he want to do this, (Felipe)?
S: Because he was poor, and he had seen many injustices done to his people.

M: ¿Por qué quería hacer esto? (Felipe)
E: Porque era pobre y había visto las injusticias que hacían a su gente.

Activities (cont.)

T: How did he try to make life better for the people, (Teresa)?
S: By changing the laws and providing better government.

M: ¿Cómo trató de mejorar la vida de la gente? (Teresa)
E: Cambiando las leyes e implementando un mejor gobierno.

T: Did everybody agree with him?
S: No.

M: ¿Estaban todos de acuerdo con él?
E: No.

T: How do we know they did not agree with him, (Roberto)?
S: Because Antonio López de Santa Anna jailed him.

M: ¿Cómo sabemos que algunos no estaban de acuerdo con él? (Roberto)
E: Porque Antonio López de Santa Anna lo encarceló.

T: Who was Santa Anna, (George)?
S: He was a dictator of Mexico.

M: ¿Quién era Santa Anna? (George)
E: Fue dictador de México.

Lincoln

T: What was Lincoln's obstacle, (Grace)?
S: He attended schools where he did not learn very much. The schools were not very good where he lived.

M: ¿Qué obstáculo tenía Lincoln? (Grace)
E: Asistió a escuelas donde no aprendió mucho. Estas escuelas no tenían un buen sistema de enseñanza.

T: You mean he became President without knowing a lot?
S: No. He taught himself to read and write.

M: ¿Quieres decir que llegó a ser presidente sin saber mucho?
E: No. El aprendió a leer y a escribir por si mismo.

Activities (cont.)

T: How did he get books to read, (Rita)?
S: He would borrow them. Sometimes he would walk miles to get them.

M: ¿Cómo conseguía libros para leer? (Rita)
E: Los pedía prestados. A veces caminaba largas distancias para conseguirlos.

T: Why did people know Lincoln, (Sam)?
S: Because he was a hard worker and honest.

M: ¿Por qué la gente conocía a Lincoln? (Sam)
E: Por ser un hombre trabajador y honrado.

T: What did he want when he went to Congress, (Tom)?
S: He wanted slavery to end.

M: (Tom), ¿Qué plan tenía al ingresar al Congreso?
E: Quería terminar con la esclavitud.

T: What was slavery, (Narciso)?
S: (Accept all appropriate responses.)

M: ¿Qué era la esclavitud? (Narciso)
E: (Acepte toda respuesta apropiada.)

T: Is there any slavery today? Where?
S: (Accept all appropriate responses.)

M: ¿Existe todavía la esclavitud? ¿Dónde?
E: (Acepte toda respuesta apropiada.)

T: How did people feel about slavery, (Celia)?
S: (Accept all appropriate responses.)

M: (Celia), ¿Qué opinaba la gente de la esclavitud?
E: (Acepte toda respuesta apropiada.)

T: What did the Southern states do when Lincoln was elected president? Why?
S: (Accept all appropriate responses.)

M: ¿Qué hicieron los estados del Sur cuando Lincoln fue elegido presidente? ¿Por qué?
E: (Acepte toda respuesta apropiada.)

Activities (cont.)

King

T: What did Martin Luther King have in common with Lincoln and Juárez?
S: He wanted to help those that suffered injustices.

M: ¿Qué tenía en común Martin Luther King con Lincoln y Juárez?
E: Quería ayudar a los que sufrían injusticias.

T: How did he try to help the people, (Sixto)?
S: By being their leader and speaking out against injustices when others were afraid to do so.

M: (Sixto), ¿Cómo trató de ayudar a la gente?
E: Como líder del pueblo abogando en contra de las injusticias, cuando otros tenían el temor de hacerlo.

T: How did he go about effecting change, (Roberto)?
S: Through peaceful marches and nonviolent protest.

M: (Roberto), ¿Cómo trató de efectuar cambios?
E: Por medio de marchas pacíficas y protestas no violentas.

T: What did Martin Luther King want to change, (Cynthia)?
S: Racial discrimination.

M: ¿Qué quería cambiar Martin Luther King? (Cynthia)
E: La discriminación racial.

T: What is racial discrimination, (Daniel)?
S: (Accept all appropriate responses.)

M: (Daniel), ¿Qué es la discriminación racial?
E: (Acepte toda respuesta apropiada.)

T: What else did he want to change, (Lydia)?
S: Inequality in education, employment, housing, etc. He wanted all Americans to have equal rights. (Accept all appropriate responses.)

M: ¿Qué más quería cambiar? (Lydia)
E: La desigualdad en educación, empleos, alojamiento, etc. Quería que todo americano tuviera igualdad de derechos. (Acepte toda respuesta apropiada.)

Activities (cont.)

T: How did people feel about giving all Americans equal rights, (Dora),
S: (Accept all appropriate responses.)

M: ¿Qué pensaba la gente al darle derechos a todo americano?
E: (Acepte toda respuesta apropiada.)

Summary

T: How did Lincoln and King die, (Don)?
S: They were assassinated.

M: ¿Cómo murieron Lincoln y King? (Don)
E: Fueron asesinados.

T: What other persons do you know who tried to get a better life for all and were also assassinated?
E: (Accept all appropriate responses.)

M: ¿Qué otras personas conoces que trataron de conseguir mejor vida para todos y fueron asesinados?
E: (Acepte toda respuesta apropiada.)

T: If you had lived in Juárez, Lincoln or King's time, what would you have done?
S: (Accept all appropriate responses.)

M: Si hubieras vivido en los tiempos de Juárez, Lincoln o King, ¿Qué habrías hecho?
E: (Acepte toda respuesta apropiada.)

Evaluation Ask each student to:

1. List 5 facts about each of these men--Lincoln, Juárez, and King--in either English or Spanish.
2. Write a short essay in English or Spanish describing why he thinks these men are important.
3. Define, in his own words and in the language of his choice, 20 words you provide from the vocabulary list.

Evaluation (cont.)

Each student will answer one of the following questions in the language of his choice.

1. How did knowing more than one language help Benito Juárez?
2. Why is it easier to learn more in school now than it was in Lincoln's day?
3. Do you think that Martin Luther King's idea of non-violence was good? Why?

1. ¿Cómo se benefició Benito Juárez al saber otro idioma?
2. ¿Por qué es más fácil recibir una educación en nuestros tiempos, que durante la época de Lincoln?
3. ¿Crees que la idea de King para evitar la violencia era buena? ¿Por qué?

Optional Activities

1. Ask the students to fill in the blanks on the following exercise (pages 83-84) with words that you write on the board. Write these words in English and Spanish:

housing	alojamiento
peaceful	pacíficas
education	educación
tyranny	tiranía
abolitionist	abolicionista
obstacles	obstáculos
hope	aspiraciones
social	sociales
priest	sacerdote
orphan	huérfano
farm	granja
slavery	esclavitud
boycott	boicoteo
equal rights	derechos de igualdad
demonstrators	manifestantes
native	indígenas
racial discrimination	discriminación racial

Optional Activities (cont.)

2. Have the students do the exercise on pages 85-86.

OPTIONAL ACTIVITY 1

Fill in the blanks.

1. Martin Luther King organized a b-____________________ in Montgomery, Alabama.
2. Benito Juárez was born of n-________________ Indian parents.
3. Lincoln wanted to abolish s-____________________.
4. The d-________________ protested r-____________________ d-____________________.
5. Abraham Lincoln was born on a f-____________________.
6. Martin Luther King wanted e-__________ r-___________ for all Americans.
7. Benito Juárez became an o-_________ when he was three years old.
8. Benito Juárez did not want to become a p-______________.
9. The government is passing laws to provide equal e-_______________ and h-_______________ for all Americans.
10. Martin Luther King believed in p-____________________ demonstrations.
11. Benito Juárez fought against t-__________________ to obtain s-____________________ changes.
12. Benito Juárez overcame o-__________________ because he had h-____________________ for a better life.
13. Abraham Lincoln was an a-________________________.

OPTIONAL ACTIVITY 1

Los estudiantes llenarán los espacios.

1. Martin Luther King organizó un b-__________________ en Montgomery, Alabama.
2. Benito Juárez nació de padres i-__________________.
3. Lincoln quería abolir la e-__________________.
4. Los m-__________________ protestaban contra la d-__________________ r-__________________.
5. Abraham Lincoln nació en una g-__________________.
6. Martin Luther King quería d-__________________ de i-__________________ para todo americano.
7. Benito Juárez quedó h-__________________ a los tres años.
8. Benito Juárez no quería ser s-__________________.
9. El gobierno implanta leyes para proveer de igualdad en e-__________________ y a-__________________ para todo americano.
10. Martin Luther King creía en manifestaciones p-__________.
11. Benito Juárez luchó contra la t-__________________ para conseguir cambios s-__________________.
12. Benito Juárez venció los c-__________________ porque tenía a-__________________ de una vida mejor.
13. Abraham Lincoln era un a-__________________.

OPTIONAL ACTIVITY 2

Write T when the statement is true, F when the statement is false.

1. ____ Benito Juárez did not believe in respecting the rights of others.
2. ____ Martin Luther King was born in Castellano, Alabama.
3. ____ Abraham Lincoln was a dictator.
4. ____ Benito Juárez's empire was very peaceful.
5. ____ All Americans should not have equal rights.
6. ____ The government passes laws to end inequality.
7. ____ Abraham Lincoln was a lawyer.
8. ____ All Americans should have opportunity for equal housing and education.
9. ____ Martin Luther King became an orphan when he was three years old.
10. ____ Abraham Lincoln wanted to continue slavery.

El estudiante debe de escribir V si la oración es verdad o F si es falsa.

1. ____ Benito Juárez no creía en el respeto al derecho ajeno.
2. ____ Martin Luther King nació en Castellano, Alabama.
3. ____ Abraham Lincoln era un dictador.
4. ____ El imperio de Benito Juárez era pacífico.
5. ____ Todo americano no debe tener igualdad de derechos.
6. ____ El gobierno expide leyes para suprimir la desigualdad.

Optional Activity 2 (cont.)

7. ____ Abraham Lincoln tenía título de abogado.

8. ____ Todo americano debe tener oportunidad de igualdad en alojamiento y educación.

9. ____ Martin Luther King quedó huérfano a la edad de tres años.

10. ____ Abraham Lincoln favorecía la esclavitud.

Abraham Lincoln

Abraham Lincoln nació el 12 de febrero de 1809 en una granja cerca de Hodgenville, Kentucky. Su padres eran de origen humilde.

Lincoln aprendió a leer por si mismo y logró elevarse a un alto nivel educativo, gracias a sus propios esfuerzos. En 1816 Lincoln se trasladó de Kentucky a Indiana en compañía de sus padres.

El joven Lincoln tenía un gran deseo de aprender que seguido viajaba distancias enormes para conseguir libros prestados para leer. Los libros que leía con mayor frecuencia eran la Biblia, Robinson Crusoe y las famosas obras del dramaturgo inglés Shakespeare.

Lincoln se distinguió como un hombre de carácter noble, honrado y muy trabajador.

En 1834 Lincoln fue elegído a la legislatura del estado de Illinois. El 9 de septiembre de 1836 obtuvo el título de abogado y ejerció su profesión en Springfield, Illinois.

El 4 de noviembre de 1842 Lincoln se casó con Mary Todd.

Fue elegido al Congreso de la Unión y tomó este puesto el 6 de diciembre de 1847.

Lincoln se oponía a la guerra de los Estados Unidos contra México y culpaba al presidente James K. Polk de ser responsable de esa guerra.

Abraham Lincoln estaba en contra de la esclavitud.

Fue derrotado por Stephen A. Douglas al ser candidato a senador del estado de Illinois en 1858.

Fue elegido presidente de los Estados Unidos en las elecciones de 1860. Durante su presidencia estalló la Guerra Civil.

En 1864, Lincoln fue reelegido a la presidencia. Los Estados del Sur fueron derrotados y Lincoln luchó por restaurar la Unión con una política de comprensión y clemencia.

El 15 de abril de 1865, Lincoln fue asesinado en el teatro Ford de Washington, D. C. por un actor llamado John Wilkes Booth.

Benito Juárez

Nació en San Pablo Guelatao, Oaxaca, México el 21 de marzo de 1806.

Sus padres eran indígenas - indios zapotecas.
Quedó huérfano a los 3 años de edad.
Tenía un gran deseo por mejorar la situación del pobre.
Llegó a los 12 años sin saber escribir e ignorando el idioma castellano.
Salió para Oaxaca en 1818. Un día se encontró con el franciscano Antonio Salanueva quien le ayudó a aprender a hablar leer y escribir el Castellano. El padre Salanueva animaba al joven Benito a que fuera sacerdote.
Benito Juárez no quiso ser sacerdote y se matriculó en el Instituto de Ciencias y Artes.
En 1843 se casó con Margarita Maza.

Eventos destacados en la vida de Juárez

1831 - Fue nombrado regidor del ayuntamiento de Oaxaca.
1833 - Obtuvo el título de abogado.
1834 - Fue elegido diputado al Congreso del Estado.
1841 - Fue designado juez Civil y de Hacienda.
1846 - Fue elegido diputado al Congreso de la Unión.
1847 - Fue elegido gobernador de Oaxaca.

Antonio López de Santa Anna lo mandó prisionero a San Juan de Ulúa y de allí fue desterrado a la Habana, Cuba y a Nueva Orleans.

1854 - El primero de marzo se proclamó el Plan de Ayutla encabezado por Comonfort Y Juan Alvarez. Juárez se unió a las fuerzas de Alvarez quién lo comisionó ministro de Justicia y Negocios Eclesiásticos. En este puesto comenzó su campaña contra los previlegios del ejército y del clero por lo cual fue expulsado de su puesto.

1856 - Comonfort lo llamó para que ocupara un alto puesto en gobernación. Comonfort fue derrocado y Juárez quedó como presidente sustituto.

1859 - En julio comenzó a expedir las leyes de la Reforma. Al establecerse el imperio bajo Maximiliano, Juárez estableció su gobierno en El Paso, Texas. Desde allí dirigió sus esfuerzos para librar a su patria de los invasores franceses y de la tiranía.

Benito Juárez (cont.)

1867 - El 15 de julio Juárez regresó a la capital de la república mexicana donde ocupó la silla presidencial, hasta su muerte el 18 de julio de 1872.

Martin Luther King, Jr.

Nació en Atlanta, Georgia el 15 de enero de 1929.

Martin Luther King, Jr. fue un líder a favor de los derechos civiles que luchó para efectuar igualdad social, política y económica para los negros.

King fue ministro bautista quién predicó y practicó la resistencia noviolenta para conseguir derechos civiles para todos.

El padre de King y su abuelo materno fueron ministros bautistas, su abuelo paterno pasó la mayor parte de su vida como agricultor.

Martin Luther King, Jr. se graduó en Morehouse College y terminó sus estudios en Crozer Theological Seminary y Boston University.

Se casó con Coretta Scott en 1953.

King comenzó su cruzada en favor de los derechos civiles en 1955.

Durante esos años, a los negros no se les permitía ocupar los asientos delanteros en los autobuses. La Sra. Rosa Parks, una negra de Montgomery, Alabama, se sentó en el primer asiento que encontró vacante y rehusó levantarse cuando se le recordó que estaba prohibido sentarse ahí. Fue entonces que King inició el boicoteo de los autobuses. El boicoteo duró varios meses hasta que los negros triunfaron.

En 1957 King organizó la Southern Christian Leadership Conference. King opinaba que la mejor manera de conseguir cambios sociales era por medio de protestas y manifestaciones de carácter pacífico.

Sus ideas opuestas a la violencia fueron sometidas a la más severa prueba en 1963 en el estado de Alabama. Los negros de este estado, cansados se sufrir por tantos años la desigualdad y discriminación racial, se reunieron para protestar las injusticias que se hacían contra ellos en empleos, salarios, educación, etc.

Martin Luther King, Jr. (cont.)

Los manifestantes fueron esparcidos a mano armada, con perros policías y con mangueras de incendio. El presidente Kennedy tuvo que ordenar tropas federales para aplacar la violencia.

El 28 de agosto de 1963 Martin Luther King ordenó la marcha histórica a Washington, D.C.

En 1964 se le otorgó el premio Nobel de Paz por sus esfuerzos en obtener los derechos civiles para todos.

El 14 de abril de 1968 fue asesinado cobardemente en Memphis, Tennessee por James Earl Ray.

WHO IS A CITIZEN?

Notes to the Teacher This lesson is for a group of 25-30 students. Make the students aware that the United States of America is made up of people of many races. Many of these people are natural-born citizens and others are naturalized. Tell the students that sometimes United States citizenship is appreciated more by persons born in other countries who have worked hard to obtain it than by persons born in the United States.

Concept Students learn that persons born in the United States are citizens, but that others, through naturalization, can become citizens and enjoy the same rights as well as bear the same responsibilities.

Objectives At the conclusion of this lesson, the student will demonstrate his knowledge of citizenship by:

1. Listing 2 ways a person can become a citizen.
2. Writing 2 rights and 2 duties of a citizen.
3. Defining in writing 10 words from a list of 15 words.

Vocabulary

citizen	ciudadano
naturalization	naturalización
history	historia
government	gobierno
immigration	inmigración
duties	deberes
Congress	congreso
qualifications	requisitos, cualidades
Constitution	constitución
natural-born citizen	ciudadano natural del país
oath of allegiance	voto de lealtad
rights	derechos

Vocabulary (cont.)

foreign	extranjero
candidate	candidato
public office	puesto público
treason	traición
taxes	impuestos
income tax	impuestos de ingresos
citizenship	ciudadanía
election	elección
desertion	deserción

Materials

List	Directions
Pictures: Adults, male or female, representing different ethnic groups	Distribute to groups during Activity 1.
Copies of the Fourteenth Amendment and the requirements for U.S. Representative, U.S. Senator, Vice-President, and President (pp. 101-104)	Distribute during Activity 5.
Books: *Americans All--A Nation of Immigrants* *People of America: They Came from Many Lands*	

Activities

1. Divide the class into several groups of six or seven students. Distribute the pictures to each group. Be sure you have more than one picture for each student. Ask the students to pick one picture of a person they think is a citizen of the United States. Ask the students to discuss why the picture they have chosen represents an American citizen to them.

2. Ask the students to compare the pictures they have chosen in their groups. Have them discuss which person would be most successful and why they think so. If the students were bankers, which person would they pay most attention to and why?

Activities (cont.)

3. Discuss with the students as a class what happens when we judge peple by the first impression we have of them.

4. Define in simple language the new vocabulary introduced in this lesson.

5. Give the students copies of the Fourteenth Amendment and the requirements for U.S. Representative, U.S. Senator, Vice-President, and President. Have the students read the copies you have given them.

6. Discuss with the students the Fourteenth Amendment and the requirements for the various offices. Clarify any misconceptions the students may have.

7. Have the students read encyclopedia articles on citizenship.

8. Have a question-answer period with the class.

T: (Randy), Who is a citizen of this country?
S: A person born in the United States.

M: (Randy), ¿Quién puede considerarse ciudadano de este país?
E: Una persona nacida en los Estados Unidos.

T: What if a person is not born in the United States, but wants to become a citizen. How can be become one?
S: By naturalization.

M: Si una persona que no haya nacido en los Estados Unidos y desea ser ciudadano, ¿Cómo lo puede lograr?
E: Por medio de naturalización.

T: (Linda), What is naturalization?
S: Letting a person born in another country become a citizen.

M: (Linda), ¿Qué es naturalización?
E: Permitir que una persona de otro país, obtenga los mismos derechos y priviligios de un ciudadano.

Activities (cont.)

T: How does one become a citizen, (Sergio)?
S: By learning about the United States.

M: ¿Cómo se obtiene esta ciudadanía? (Sergio)
E: Al aprender parte de la historia y el gobierno de Estados Unidos.

T: Pretend I want to become a citizen; what do I have to know about the United States?
S: You have to know the history of the country.

M: Pretendamos que yo quiero ser ciudadano, ¿Qué necesitaría saber acerca de los Estados Unidos?
E: Tiene que saber la historia del país.

T: What is history, (Juanita)?
S: (Accept all appropriate responses.)

M: ¿Qué quiere decir historia? (Juanita)
E: (Acepte toda respuesta apropiada.)

T: What else must I study, (Sylvia)?
S: The government of the United States.

M: ¿Qué más debo estudiar? (Sylvia)
E: El gobierno de los Estados Unidos.

T: What is government?
S: (Accept all appropriate responses.)

M: ¿Qué quiere decir gobierno?
E: (Acepte toda respuesta apropiada.)

T: If I know the history and government, what else do I need, (Luis)?
S: You have to be able to read and write English as well as speak it.

M: Si sé algo de la historia y gobierno de los Estados Unidos, ¿Qué más necesito saber? (Luis)
E: Tiene que hablar, leer y escribir el inglés.

Activities (cont.)

T: Is that all that I need, (Consuelo)?
S: No, you have to take a test.

M: ¿Es todo lo que necesito? (Consuelo)
E: No, también tiene que tomar un examen.

T: Where? At school? At work?
S: At the office of Immigration and Naturalization or at a Federal Court Building.

M: ¿Dónde? ¿En la escuela? ¿En el trabajo?
E: En las Oficinas de Inmigración y Naturalización o en una Corte Federal.

T: Let's pretend I know English and that I have passed the history and government test, am I a citizen?
S: No, you have to wait five years after you have lawfully entered the country.

M: Supongamos que sé inglés y que salí aprobado en la prueba de historia y gobierno, ¿Me puedo considerar ciudadano?
E: No, tiene que esperar cinco años después de haber vivido legalmente en este país.

T: What happens after I have lived in this country for five years?
S: You have to take the Oath of Allegiance.

M: ¿Qué debo hacer después de haber vivido cinco años en este país?
E: Debe de mostrar el voto de lealtad.

T: What is the Oath of Allegiance?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Qué es el voto de lealtad?
E: (Acepte toda respuesta apropiada.)

T: Who administers the Oath of Allegiance, (Jacinto)?
S: A federal judge.

M: ¿Quién administra el voto de lealtad? (Jacinto)
E: Un juez federal.

* * *

T: Let's pretend I am a naturalized citizen, what are my rights, (Felipe)?
S: You can vote.

M: Supongamos que soy un ciudadano naturalizado, ¿Cuáles son mis derechos civíles? (Felipe)
E: Puede votar.

T: What other rights do I have?
S: The government protects you here and in foreign countries.

M: ¿Qué otros derechos tengo? (Lupe)
E: El gobierno le protege aquí o en un país extranjero.

T: What else, (Richard)?
S: You can be a candidate for public office.

M: ¿Qué más? (Richard)
E: Puede ser candidato para un puesto público.

T: Do you mean that by being a citizen, I can be elected to Congress?
S: Yes, if you meet the qualifications set out by the Constitution.

M: ¿Quieres decir que al ser ciudadano, puedo ser elegido al congreso?
E: Sí, si cumple con los requisitos de la Constitución.

T: What is the Constitution?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Qué es la Constitución?
E: (Acepte toda respuesta apropiada.)

T: Who can become President, a natural-born citizen or a naturalized citizen?
S: A natural-born citizen.

M: Quién puede ser presidente de los Estados Unidos. ¿El ciudadano natural del país o el ciudadano naturalizado?
E: El ciudadano natural del país.

T: As a citizen do I have only rights?
S: No, you also have duties.

M: Como ciudadano, ¿Tengo unicamente privilegios?
E: No, tiene deberes también.

T: What are some of these duties?
S: Obey the laws.

M: ¿Cuáles son algunos de estos deberes o responsabilidades?
E: Respetar las leyes.

T: What else, (Grace)?
S: Pay taxes.

M: ¿Qué más? (Grace)
E: Pagar impuestos.

T: Can you give me an example of taxes we pay, (Billy)?
S: Income tax.

M: ¿Cuáles son algunos de los impuestos que pagamos? (Billy)
E: Impuestos de ingresos.

T: What else do people do as citizens, (Candy)?
S: They protect the country.

Activities (cont.)

M: ¿Qué otras obligaciones tiene la gente como ciudadanos? (Candy)
E: Proteger el país.

T: How can a citizen lose his citizenship, (Rudy)?
S: By becoming a citizen of another country.

M: ¿Cómo puede un ciudadano perder su ciudadanía? (Rudy)
E: Haciéndose ciudadano de otro país.

T: Who can tell me another way?
S: By voting in a foreign election.

M: ¿De qué otra manera?
E: Al votar en una elección de un país extranjero.

T: What other way do you know, (Pat)?
S: When you are guilty of desertion or treason.

M: ¿De qué otra manera? (Pat)
E: Cuando se es culpable de deserción y traición.

Evaluation

1. Ask the students each to list 2 ways a person can become a citizen.
2. Ask the students each to write 2 rights and 2 duties of a citizen.
3. Give the students a list of 15 words from the vocabulary list; ask them each to define 10.

Optional Activities

1. Have each student write a report on a person he considers a good citizen.
2. Have the students read "Who Are Some Outstanding Mexican Americans?", pages 150-154, in *Americans All--A Nation of Immigrants*.

Optional Activities (cont.)

3. Have the students read "Americans: A New People" and "American Traits," pages 317-320, in *People of America: They Came from Many Lands* by J. Ralph Randolph and James W. Pohl.

THE CONSTITUTION

ARTICLE 1. LEGISLATIVE BRANCH

Section 2. House of Representatives

1. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Section 3. Senate

1. The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years;* and each Senator shall have one vote.

3. No person shall be a Senator who shall not have attained to the age of thirty years and been nine years a citizen of the United States, and who shall not when elected be an inhabitant of that state for which he shall be chosen.

ARTICLE 2. EXECUTIVE BRANCH

Section 1. President and Vice-President

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term, be elected as follows.

2. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

5. No person except a natural-born citizen or a citizen of the United States, at the time of the adoption of this Constitution shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years and been fourteen years a resident within the United States.

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*Under the Seventeenth Amendment Senators are now elected by popular vote.

AMENDMENT 14. CITIZENSHIP

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

LA CONSTITUCION

ARTICULO 1

Sección 2: La Cámara de Representantes consistirá de miembros elegidos cada dos años por los votantes de los estados.

Cada representante cumplirá con estos requisitos: 25 años de edad, 7 años de ciudadanía en los Estados Unidos, ser habitante del estado que lo elige.

Sección 3: El Senado consistirá de dos senadores por cada estado, quienes serán elegidos por un término de 6 años. Cada senador tendrá un voto.

Los requisitos para senador serán: 30 años de edad, 9 años de ciudadanía en los Estados Unidos, y ser habitante del estado que lo elige.

ARTICULO 2

Sección 1: El presidente tendrá el poder ejecutivo. El mandato del Presidente será de cuatro años. Servirá en compañía de el Vicepresidente que es también elegido por un período de cuatro años.

El modo de elegir al Presidente y al Vicepresidente es el siguiente: Cada estado nombrará un número de electores igual al total de representantes y senadores. Estos electores serán nombrados bajo la dirección de la legislatura de cada estado que escoge tales electores.

Ninguna persona podrá tomar el puesto de Presidente si no hubiere nacido en los Estados Unidos o si no es ciudadano al tiempo de adoptarse esta Constitución; tampoco si no ha residido durante catorce años dentro de los Estados Unidos. No será Presidente si no tiene como mínimo de 35 años de edad.

ENMIENDA XIV

Sección 1: Todas las personas nacidas o naturalizadas en los Estados Unidos se consideran ciudadanos de este país.

*Bajo el artículo VII todo Senador es elegido por mayoría de votos.

Ningún estado expedirá leyes que quiten los derechos que goza el ciudadano. Todas las personas serán tratadas en igual forma bajo la protección de la ley.

THE POWER OF THE VOTE

Notes to the Teacher In the previous lesson students learned that voting is one of the rights of all American citizens. In this lesson students learn that by voting they are participating in the decision-making processes of government and society. Use the activities provided in this lesson or other activities which you think will make the concept clear to your students.

Concept Students learn that voting is a sacred right of all citizens and a means of participating in the decision-making processes of government and society.

Objectives At the conclusion of this lesson, the student will:

1. Define in the language of his preference 15 words from the vocabulary list.
2. Write a short essay in the language of his preference on why voting is important.
3. Identify in English or Spanish, written or orally, 4 of the following persons: Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, Victoria C. Woodhull, Booker T. Washington, W.E.B. Dubois.

Vocabulary

citizen	ciudadano
vote	voto, votar
public office	puesto público
suffrage	sufragio
rights	derechos
democracy	democracia
convict	culpable
voting requirements	requisitos para votar
public official	funcionario público
property	propiedad, propietarios
responsible	responsable

Vocabulary (cont.)

judge	juzgar
minority	minoría
prejudice	prejuicio
political equality	igualdad política
women's rights	derechos de la mujer
injustices	injusticias
suffragettes	partidaria del sufragio femenino, sufragista
petitions	peticiones
amendment	enmienda
economic	económica
educational	educativo
racial prejudice	prejuicio racial
races	razas
segregation laws	leyes de segregación
de facto segregation	segregación evidente
integrated	integradas
desegregation	disgregación
civil rights worker	empleado protector de los derechos civiles
poll tax	registro de personas que votan en una elección

Materials

List	Directions
Films: *Voting Procedures* *A Citizen Makes a Decision*	Show these two films to the students to help in the understanding of the subject matter. Reserve these films well in advance.
Copies of voter registration certificates	Give to the students for Activity 4.
Amendments 15, 19, 24, and 26 of the U.S. Constitution in English and Spanish (p. 121)	Distribute copies to the students in Activity 5.
Books: *The Social Sciences: Concepts and Values* *Exploring with American Heroes*	

Materials (cont.)

Film: *Susan B. Anthony*	Show this film as an optional activity.

Activities

1. Show the students the film *Voting Procedures.*

2. Show the students the film *A Citizen Makes a Decision.*

3. Have a guest speaker talk to the students about voter registration (Why? How? Where? When? Who? etc.) A representative from the League of Women Voters, La Raza Unida, the Democratic Party, or the Republican Party could serve as a resource person for this activity.

4. Supply copies of the voter registration certificate used in your county. Ask the students to fill them out.

5. Have the students read Amendments 15, 19, 24, and 26 of the United States Constitution. Copies of these Amendments are provided at the end of this lesson in English and Spanish. You may duplicate these amendments and provide them to your students. Explain to the students the implications of these amendments. Examples: Why were they passed? Who did they affect? etc.

6. Have the students hold an election for officers in the classroom, a representative to the Safety Council, or any other office which will help make the concept of voting meaningful to them. Tell the students that filling out a voter registration certificate qualifies them to vote, become a candidate, or nominate someone to be a candidate. Students who did not complete voter registration certificates will not be allowed to vote. This procedure is followed to show students that, although they are members of the class, they are not permitted to vote if they did not register. Explain to the students that this same thing often happens to adults in city, state, or national elections.

7. Have the students nominate, in the language of their preference, candidates for the offices to be filled. Ask them to make signs and campaign buttons in support of their candidates.

8. Have the students speak in behalf of their candidate or candidates.

Activities (cont.)

9. After making a list of the students who have registered to vote, have two students supporting different candidates sit at a table and check the names of students as they come to vote. Prepare a ballot with the names of all the candidates and the positions they are running for. Give each registered voter a ballot, and ask him to check the boxes of the people for whom he is voting. Provide a box for the voters to place their ballots in after they have voted. Ask two other students to count the votes. Announce the results to the class.

10. Have the students draw pictures describing the different processes involved in voting.

11. Have a person speak to the students in English and Spanish about bilingual education or any other topic which they consider relevant to them.

12. Have a panel discussion on bilingual education. (You may let the students choose a different topic.) When the pros and cons have been discussed in the language of the students' preference, have the students vote on whether bilingual education should be implemented or continued in their school. Allow only "registered voters" to vote. This activity will make the students aware that the vote is not only used to elect government officials but also to decide the vital issues which affect society.

13. Ask the students to read *The Social Sciences: Concepts and Values*, pages 301-312, 314-328.

14. Have a question-and-answer period with students in the language of their preference.

T: What are some of the rights of a United States citizen, (Raquel)?
S: You can vote, be elected to public office, etc. (Accept all appropriate responses.)

M: (Raquel), ¿Cuáles son algunos de los derechos de un ciudadano estadounidense?
E: Puede votar; ser electo a un puesto del gobierno, etc. (Acepte toda respuesta apropiada.)

T: What do we call the right to vote, (Rudy)?
S: Suffrage.

Activities (cont.)

M: ¿Cómo llamamos al derecho de votar? (Rudy)
E: Sufragio

T: What do we call a government that allows all citizens the same rights, (Tim)?
S: It is called a democracy.

M: ¿Cómo se le llama a un gobierno donde todos los ciudadanos tienen los mismos derechos? (Tim)
E: Se llama democracia.

T: Does that mean that all people in the United States can vote?
S: Yes, if they meet the voting requirements.

M: ¿Entonces puede votar toda la gente en los Estados Unidos?
E: Sí, si cumple con todos los requisitos para votar.

T: What are the voting requirements?
S: A person must be a U.S. citizen and must be eighteen years old or older.

M: ¿Cuáles son los requisitos para votar?
E: La persona debe ser ciudadano y tener dieciocho años o más.

The Right to Vote

T: Do you think that all citizens should have the right to vote? Why, (Sam)?
S: (Accept all appropriate responses.)

M: ¿Crees tú que todos los ciudadanos deben tener el derecho de votar? ¿Por qué? (Sam)
E: (Acepte toda respuesta apropiada.)

T: Have all citizens in the U.S. always had the right to vote, (Gloria)?
S: No. Women, Blacks, and others did not have the right to vote.

M: (Gloria), ¿Han tenido siempre todos los ciudadanos de los Estados Unidos el derecho de votar?
E: No. Las mujeres, los negros y otros grupos de individuos no tenían el derecho de votar.

Activities (cont.)

T: Why were some people not allowed to vote?
S: Because they did not own property or because they belonged to different churches or religions.

M: ¿Por qué no se les permitía a ciertas personas votar?
E: No se les permitía votar porque no tenían propiedades o porque pertenecían a diferentes religiones o iglesias.

T: Why did people want only those who owned property to vote?
S: They thought that a property owner would be more responsible.

M: ¿Por qué querían que solamente los propietarios votaran?
E: Creían que un propietario sería una persona más responsable.

T: What made people change the voting requirement?
S: Many citizens who were not property owners wanted to participate in government.

M: ¿Por qué fue que cambió este requisito?
E: Muchos ciudadanos que no eran propietarios querían participar en el gobierno.

T: Do you think they should have been allowed to vote? Why? Why not?
S: (Accept all appropriate responses.)

M: ¿Creen ustedes que a estas personas se les hubiera dejado votar? ¿Por qué? ¿Por qué no?
E: (Acepte toda respuesta apropiada.)

T: Do you think it was fair for some people to think that only property owners were responsible citizens?
S: (Accept all appropriate responses.)

M: ¿Creén ustedes que era justo que algunas personas pensaran que solamente los propietarios eran ciudadanos responsables?
E: (Acepte toda repuesta apropiada.)

Activities (cont.)

Prejudice

T: Have you ever *judged* someone because he was different or because you heard something about him without finding out if it is true? For example: Boys are stronger than girls; girls are smarter than boys.
S: (Accept all appropriate responses.)

M: ¿Han *juzgado* ustedes a alguna persona por ser diferente o porque oyeron una queja de ella sin indagar la verdad?
E: (Acepte toda respuesta apropiada.)

T: Has anyone ever told you that you cannot do something without giving you a chance to prove you can?
S: (Accept all appropriate responses.)

M: ¿Alguien les ha dicho a ustedes que no pueden hacer algo sin haberles dado la oportunidad de probar que en realidad si lo pueden hacer?
E: (Acepte toda respueta apropiada.)

T: What do we call judging without giving someone a chance to prove himself?
S: *Prejudice*.

M: ¿Cómo se le llama al hecho de juzgar a una persona sin conocerla?
E: *Prejuicio*.

T: What is prejudice?
S: Judging a person without knowing all the facts.

M: ¿Qué es prejuicio?
E: Juzgar a una persona sin conocerla bien.

Women's Rights

T: Why were women not allowed to vote? What did people believe about women?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Porqué no se les permitía a las mujeres el privilegio de votar? ¿Qué opinión tenían de las mujeres?
E: (Acepte toda respueta apropiada.)

T: Do you think it was fair for people to believe those things about women?
S: (Accept all appropriate responses.)

M: ¿Creen ustedes que sería justo que la gente tuviera esa opinión de las mujeres?
E: (Acepte toda respuesta apropiada.)

T: Who were some of the women who fought for political equality for women?
S: Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone, etc.

M: ¿Quiénes fueron las mujeres que lucharon a favor de la igualdad política para la mujer?
E: Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone, etc.

T: What did Lucretia Mott do for a living?
S: She was a school teacher.

M: ¿Cómo se ganaba la vida Lucretia Mott?
E: Era maestra.

T: Why did she become interested in women's rights?
S: She earned only half as much as a male teacher in the same school.

M: ¿Por qué se interesó ella en los derechos de la mujer?
E: Porque ella solamente ganaba la mitad del sueldo que se le pagaba a un maestro de la misma escuela.

T: Who was Elizabeth Cady Stanton?
S: She was the daughter of a New York State judge and one of America's first women lawyers. She was also one of the leaders for women's rights.

M: ¿Quién era Elizabeth Cady Stanton?
E: Era la hija de un juez del estado de Nueva York, y fue una de las primeras licenciadas en los Estados Unidos. También fue líder a favor de los derechos de la mujer.

Activities (cont.)

T: How did Lucy Stone protest injustices against women?
S: In protest she did not use her husband's name. She was called Mrs. Stone all of her life.

M: ¿Cómo protestó Lucy Stone contra las injusticias que se hacían a la mujer?
E: Nunca usó su nombre de casada. Siempre le llamaron Señora Stone.

T: What were the suffragettes attempting to do?
S: They were trying to get suffrage through an amendment to the federal Constitution.

M: ¿Qué intención tenían las partidarias del sufragio femenino?
E: Querían obtener sufragio por medio de una enmienda a la Constitución federal.

T: How did Susan B. Anthony draw attention to the suffrage movement?
S: She voted and was arrested, tried, and found guilty.

M: ¿Cómo consiguió Susan B. Anthony activar el movimiento de sufragio?
E: Votó y fue arrestada, juzgada y sentenciada culpable.

T: What did Victoria G. Woodhull do?
S: She was the first woman to run for President of the United States.

M: ¿Qué fue le que hizo Victoria C. Woodhull?
E: Fue la primer mujer que presentó su candidatura para el puesto de presidente de los Estados Unidos.

* * *

T: In what areas were women most successful in obtaining their rights?
S: They were most successful in getting economic and educational rights.

M: ¿En que áreas tuvieron las mujeres más éxito para conseguir sus derechos?
E: Tuvieron más éxito en obtener derechos económicos y educativos.

Activities (cont.)

T: How were they successful in these areas, (Carmen)?
S: They were able to attend college, and they also became involved in business.

M: ¿En qué forma tuvieron éxito en estas materias? (Carmen)
E: Pudieron asistir a la universidad y participar en negocios.

T: Was attending college important for women? Why?
S: (Accept all appropriate responses.)

M: ¿Era importante que la mujer asistiera a la universidad? ¿Por qué?
E: (Acepte toda respuesta apropiada.)

T: Is attending college important for you? Why? Why not?
S: (Accept all appropriate responses.)

M: ¿Es importante que ustedes asistan a una universidad? ¿Por qué? ¿Por qué no?
E: (Acepte toda respuesta apropiada.)

T: What methods did women use to get support for their movement?
S: They drew up petitions and asked people to sign them; they marched and carried signs; they wrote letters to elected government officials and appeared before Congressional committees.

M: ¿Qué métodos usaron para conseguir apoyo en su movimiento político?
E: Escribieron peticiones y pidieron a la gente que las firmara, marcharon cargando letreros, escribieron cartas a los oficiales del gobierno y se presentaron ante varios comités del Congreso.

T: When did they finally get the right to vote, (Irene)?
S: On August 26, 1920, when the Nineteenth Amendment was approved by Congress.

Activities (cont.)

M: ¿Cuándo consiguió la mujer el derecho de votar? (Irene)
E: El 26 de agosto de 1920 cuando la Enmienda XIX fue aprobada por el Congreso.

T: Which amendment gave suffrage to all citizens regardless of race or color?
S: The Fifteenth Amendment which was passed March 30, 1870. It gave political equality to all citizens.

M: ¿Cuál enmienda dio el sufragio a todos los ciudadanos?
E: La Enmienda XV que fue aprobada el 30 de marzo de 1870. Esta enmienda estableció la igualdad política a todos los ciudadanos.

T: Was political equality true in practice?
S: (Accept all appropriate responses.)

M: ¿Se ponía en práctica la igualdad política?
E: (Acepte toda respuesta apropiada.)

T: Why were Blacks denied the right to vote?
S: Because of racial prejudice.

M: ¿Porqué se les negaba a los negros el derecho de votar?
E: Por el prejuicio racial.

T: What is racial prejudice?
S: Prejudice against people of other races.

M: ¿Qué es el prejuicio racial?
E: Prejuicio contra las personas de otras razas.

T: What did people do to keep Blacks from voting?
S: They passed laws to make it difficult or impossible for Blacks to vote. Many who tried to vote were threatened or killed. The government failed to protect the Black's rights.

Activities (cont.)

M: ¿Qué hacían algunas personas para negar a los negros el derecho de votar?

E: Aprobaron leyes que hacían difícil o imposible que los negros votaran. Los que intentaban hacerlo eran castigados o sentenciados a muerte. El gobierno se negaba proteger sus derechos.

T: What happens when Blacks or other people are not allowed to vote?

S: They cannot elect officials who will protect their interests, nor can they influence the laws that affect them. (Accept all appropriate responses.)

M: ¿Qué pasa cuando no se permite que negros u otras personas voten?

E: No pueden elegir funcionarios que protejan sus intereses ni pueden influir en las leyes que les afectan. (Acepte toda respuesta apropiada.)

T: What laws made racial prejudice part of everyday life, (Kevin)?

S: Segregation laws.

M: ¿Qué leyes hicieron el prejuicio racial, parte de la vida diaria? (Kevin)

E: Las leyes de segregación.

T: In which ways did these laws affect the lives of Blacks?

S: Housing, employment, education, seating on buses, theaters, etc. (Accept all appropriate responses.)

M: ¿De qué manera afectaban estas leyes la vida de los negros?

E: En sus empleos, habitación, educación, en los autobuses, teatros, etc. (Acepte toda respuesta apropiada.)

T: Can you remember a Black who did much in his lifetime to change these laws?

S: Martin Luther King, Jr. (Accept all appropriate responses.)

M: ¿Recuerdas algún negro que haya hecho algo para cambiar estas leyes?

E: Martin Luther King. (Acepte toda respuesta apropiada.)

Activities (cont.)

T: In the North the Blacks found segregation even if laws were not written to require it. What was this type of segregation called, (Mary)?
S: It was called de facto segregation.

M: En el norte los negros permanecían segregados, aún no habiendo leyes que lo requerían. ¿Cómo se llama esta clase de segregación? (María)
E: Se llama segregación evidente.

T: What did Booker T. Washington believe Blacks should do to prove that they deserve their rights?
S: He told them to learn useful skills, obey all the laws, save money, pay taxes, etc.

M: ¿Qué creía Booker T. Washington que debían hacer los negros para probar que merecían sus derechos?
E: Les decía que aprendieran oficios útiles, obedecieran las leyes, ahorraran dinero, pagaran impuestos, etc.

T: Do you think that citizens should prove they deserve their rights?
S: (Accept all appropriate responses.)

M: ¿Creen ustedes que los ciudadanos deban probar que merecen sus derechos?
E: (Acepte toda respuesta apropiada.)

T: What did W.E.B.Dubois say about Blacks proving they deserved their rights?
S: (Accept all appropriate responses.)

M: ¿Cuál era la opinión de W.E.B.Dubois para que los negros probaran que merecían sus derechos?
E: (Acepte toda respuesta apropiada.)

T: What is the NAACP, (Gene)?
S: An organization formed by Dubois and other Black leaders to demand that the government protect the political and civil rights of Black citizens.

M: ¿Qué significa NAACP? (Gene)
E: Es una organización fundada por Dubois y otros líderes negros para demandar que el gobierno proteja los derechos políticos y civiles de los ciudadanos negros.

Activities (cont.)

T: What did Thurgood Marshall defend before the Supreme Court in 1951?
S: The right of Black children to go to integrated schools.

M: ¿Qué defendía Thurgood Marshall ante la Suprema Corte en 1951?
E: El derecho a que los niños negros asistieran a las escuelas integradas.

T: What does integrate mean?
S: To make something available to all races.

M: ¿Qué quiere decir integrar?
E: Poner algo a la disposición de todas las razas.

T: How did some people feel about desegration?
S: (Accept all appropriate responses.)

M: ¿Qué opinaban algunas personas acerca de la desegregación?
E: (Acepte toda respuesta apropiada.)

T: How were Blacks able to bring about changes of other laws, (Rodolfo)?
S: They boycotted, held marches, demonstrations, etc.

M: ¿Cómo lograron los negros cambiar algunas otras leyes? (Rodolfo)
E: Boicotearon, marcharon, manifestaron pacíficamente, etc.

T: Why did civil rights workers work so hard registering Black voters?
S: (Accept all appropriate responses.)

M: ¿Por qué trabajaron tanto los obreros en obtener derechos civiles para registrar a negros para votar?
E: (Acepte toda respuesta apropiada.)

T: What did Blacks accomplish as they gained political power?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Qué lograron los negros al obtener el poder político?
E: (Acepte toda respuesta apropiada.)

* * *

T: What can we do to protect the rights of all citizens?
S: (Accept all appropriate responses.)

M: ¿Qué podemos hacer nosotros para proteger el derecho de todo ciudadano?
E: (Acepte toda respuesta apropiada.)

T: What are some of the methods we can use to influence government to change laws?
S: (Accept all appropriate responses.)

M: ¿Que métodos podemos emplear para convencer al gobierno a cambiar leyes?
E: (Acepte toda respuesta apropiada.)

* * *

T: Why was the Twenty-Fourth Amendment approved by Congress?
S: Because some states were using the poll tax to keep people from voting.

M: ¿Por qué fue aprobada la Enmienda XXIV?
E: Algunos Estados usaban el impuesto electoral para impedir que algunas personas votaran.

* * *

T: What did the Twenty-Sixth Amendment do, (Ricardo)?
S: It gave people eighteen years or older the right to vote.

M: ¿Qué se logró con la Enmienda XXVI? (Ricardo)
E: Se estableció el sufragio para personas de dieciocho años o más.

Evaluation At the conclusion of this lesson, the student will:

1. Define in the language of his preference, written or orally, 15 words from the vocabulary list.
2. Write a short essay in the language of his preference on why he thinks voting is important.
3. Identify in English or Spanish, written or orally, 4 of the following persons: Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, Victoria C. Woodhull, Booker T. Washington, W.E.B. Dubois.

Optional Activities

1. Have the students make a chart listing the terms they have studied and their definitions. They should also include a column for sentences which use the words. Example:

Palabra Term	Definición Definition	Use en una oración Use in a sentence
suffrage	the right of voting	Suffrage was denied to many U.S. citizens in the past.
libertad	poder de obrar o de no obrar	Todos los hombres quieren libertad.

2. Show the film *Susan B. Anthony*. Ask the students to read *Exploring With American Heroes*, pages 273-279. Discuss with the students what Susan B. Anthony was trying to do and why.

SOME AMENDMENTS TO THE UNITED STATES CONSTITUTION

Amendment 15

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Amendment 19

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

Amendment 24

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

Amendment 26

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any state on account of age.

ENMIENDAS A LA CONSTITUCION DE LOS ESTADOS UNIDOS

Enmienda XV

Sección: No se le negará al ciudadano de Estados Unidos el derecho de votar en las elecciones por razones de raza, color, o por su condición anterior de esclavo.

Enmienda XIX

El derecho de votar de los ciudadanos no será restringido por razones de su sexo.

Enmienda XXIV

Sección: No se le negará a nadie el derecho de votar por el motivo de no haber pagado un impuesto electoral o cualquier otro impuesto.

Enmienda XXVI

No se le negará, ni restringirá por mingún motivo el derecho de votar a cualquier ciudadano de Estados Unidos que haya cumplido 18 años o más.

THE LEGISLATURE - MAKING LAWS TO RUN A NATION

Notes to the Teacher This lesson is intended to create an awareness in students of one of the three branches of government--the legislature. Use the activities provided, or implement some of your own in the students' dominant languages.

Concept Students learn the duties and responsibilities of the members of the legislative branch of the federal government.

Objectives At the conclusion of this lesson, the student will:

1. Name in the language of his choice, written or orally, the 2 parts of the United States Congress.
2. List in the language of his choice at least 2 of the requirements for Representatives and 2 for Senators.
3. Write in the language of his choice the steps a bill goes through before becoming law.
4. Answer in the language of his choice 1 of 2 questions presented at the end of this lesson.

Vocabulary

article	artículo
qualifications	calificaciones, requisitos
House of Representatives	Cámara de diputados
Senate	Senado
branches of government	ramas del gobierno
Congress	Congreso
bill	proyecto de ley
law	ley
district	distrito
signature	firma
powers	poderes
make laws	expedir leyes

Vocabulary (cont.)

legislate	legislar
represent	representar
Congressmen	miembros del Congreso
requirements	requisitos
approval	aprobado
Representative	representante
Senator	Senador

Materials

List	Directions
Films: *We, the People: Story of Our Federal Government* *The Living Constitution* *Speaker of the House--The Legislative Process* *The Congress* *How We Elect Our Representatives* *How a Bill Becomes a Law*	Show all these films to the students before starting the rest of the activities.
Copies in English and Spanish of Article 1 of the United States Constitution (pp. 133-143)	Distribute copies to the students during Activity 2.
Worksheets: Optional Activity 1 (p.131) Optional Activity 2 (p.132)	Duplicate copies for the students.

Activities

1. Show the films to the students.

2. Have the students read Article 1 of the United States Constitution. Copies are provided in English and Spanish at the end of this lesson.

3. Ask each student to list in the language of his choice the qualifications for the House of Representatives.

Activities (cont.)

4. Ask each student to list in the language of his choice the qualifications for the United States Senate.

5. Have the students make a bulletin board showing the three branches of government.

6. Ask each student to list in the language of his choice the powers of Congress.

7. Have the students make a chart in the form of a ladder called "A Bill Becomes a Law." Have them place the steps in which a bill becomes a law on the rungs of the ladder.

8. Have the students list the two Senators from their state and the members of the United States House of Representatives from their district.

9. Have the students write short essays on why we need three branches of government.

10. Divide the students into two groups, one larger than the other. Label the larger group "House of Representatives" and the other "Senate." Then divide the two groups into subgroups or committees and name a chairman for each committee. Have each committee draw up a bill on an issue chosen and discussed by their group. Bring the smaller groups in the "House" together, and have each chairman present his bill. Let the group discuss the different bills. Then have the "House" vote on which bills they prefer and send them to the "Senate" for approval. The "Senate" should be following a similar procedure in the meantime. Have the "Senate" send its bills to the "House" for approval. Explain to the class that basically this is how laws are passed by Congress. After the bills have been approved by both groups, they are sent to the "President" for his signature.

11. Have a question-and-answer period with students. Accept all appropriate responses.

    T: What were some of the powers needed by the new government of the United States?
    S: (Accept all appropriate responses.)

    M: ¿Qué poderes políticos necesitaba el nuevo gobierno de los Estados Unidos?
    E: (Acepte toda respuesta apropiada.)

Activities (cont.)

T: Why did it need the power to make laws?
S: (Accept all appropriate responses.)

M: ¿Por qué se necesitaba el poder expedir leyes?
E: (Acepte toda respuesta apropiada.)

T: What word can we use instead of "to make laws"?
S: We can say legislate.

M: ¿Qué palabra podemos usar en vez de decir "expedir leyes?"
E: Podemos decir legislar.

T: What branch of government is responsible for making laws?
S: Congress.

M: ¿Qué rama del gobierno es responsable de expedir leyes?
E: El congreso.

T: What is Congress, (Francisco)?
S: (Accept all appropriate responses.)

M: ¿Qué es el Congreso? (Francisco)
E: (Acepte toda respuesta apropiada.)

* * *

T: What are the two parts of Congress, (Rosario)?
S: The Senate and the House of Representatives.

M: ¿Cuáles son las dos ramas del Congreso? (Rosario)
E: El Senado y la Cámara de Diputados.

T: Why was Congress divided into two parts, (Felipe)?
S: (Accept all appropriate responses.)

M: ¿Por qué el Congreso fue dividido en dos partes? (Felipe)
E: (Acepte toda respuesta apropiada.)

T: Who can be a member of the House of Representatives, (Carlota)?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Quién puede ser miembro de la Cámara de Diputados? (Carlota)
E: (Acepte toda respuesta apropiada.)

T: What are the requirements to be elected to the House of Representatives?
S: (Accept all appropriate responses.)

M: ¿Cuáles son los requisitos para ser elegido a la Cámara de Diputados?
E: (Acepte toda respuesta apropiada.)

T: What are the requirements to be elected to the Senate?
S: (Accept all appropriate responses.)

M: ¿Cuáles son los requisitos para ser elegido al Senado?
E: (Acepte toda respuesta apropiada.)

T: Who do the members of the Senate and House of Representatives represent?
S: The people who elected them.

M: ¿A quién representan los miembros del Senado y de la Cámara de Diputados?
E: Representan a la gente que los eligió.

T: How many Senators can a state have in the United States Congress?
S: Each state can elect two senators.

M: ¿Cuántos senadores puede tener cada estado del Congreso de los Estados Unidos?
E: Cada estado puede tener dos senadores.

T: How many Representatives must each state have?
S: Each state must have at least one Representative.

M: ¿Cuántos diputados debe tener cada estado?
E: Cada estado debe tener por lo menos un diputado.

Activities (cont.)

* * *

T: How can the people make sure that their Congressmen will represent their interests when they make laws?
S: The people can write to them, and let them know how they feel about bills Congress is considering.

M: ¿Qué seguridad tiene la gente de que sus legisladores (miembros del Congreso) representen sus intereses, cuando se establecen leyes?
E: La gente puede escribir y expresar su opinión sobre cualquier proyecto de ley que el Congreso esté considerando.

T: What can happen to a Congressman who does not listen to the people he represents?
S: (Accept all appropriate responses.)

M: ¿En qué forma se perjudica el legislador que no acepta la opinión del público a quien representa?
E: (Acepte toda respuesta apropiada.)

* * *

T: How does a bill become a law, (Fred)?
S: (Accept all appropriate responses.)

M: ¿Cómo llega a ser ley un proyecto de ley?
E: (Acepte toda respuesta apropiada.)

T: After Congress has approved a bill, who makes it a law by signing it?
S: The President of the United States.

M: Después que el Congreso aprueba un proyecto de ley, ¿Quién lo hace ley con su firma?
E: El Presidente de los Estados Unidos.

T: What are some of the powers of Congress, (Debby)?
S: (Accept all appropriate responses.)

M: ¿Qué poderes tiene el Congreso? (Debby)
E: (Acepte toda respuesta apropiada.)

Activities (cont.)

T: What happens if the President does not approve a bill, (Charlie)?
S: (Accept all appropriate responses.)

M: ¿Qué pasa si el Presidente no aprueba un proyecto de ley? (Charlie)
E: (Acepte toda respuesta apropiada.)

Evaluation The student will:

1. Name in the language of his choice, written or orally, the 2 parts of the United States Congress.

2. List in the language of his choice 2 requirements for Representative and 2 for Senator.

3. Write in the language of his choice the steps a bill goes through before becoming a law.

The student will answer in the language of his choice 1 of the following questions:

1. Why do you think it is important to have 3 branches of government?

2. How can you participate in making laws?

Optional Activities

1. Have the students do the completion exercise on page 131 in English or Spanish. Mix up the following words, and and write them on the board for the students to use in completing the statements.

two	dos
power	poder
laws	leyes
House of Representatives	Cámara de Diputados
Congressmen	miembros del Congreso
three	tres

Optional Activities (cont.)

2. Ask the students to do the True/False exercise on page 132.

OPTIONAL ACTIVITY 1

Complete the following sentences:
Completa las siguientes frases:

1. Each state has ______________________ Senators in Congress.

   Cada estado tiene ______________ senadores en el Congreso.

2. Congress has the ____________ to make _________________.

   El Congreso tiene _____________ para dar _______________.

3. A Representative is a member of the _________________ of _____________________________.

   Un diputado es miembro de la ________________________ de _____________________________.

4. Senators and Representatives are also called ______________.

   A los senadores y diputados también se les llama __________

   _____ _________________________.

5. Congress is one of the _____________ branches of government.

   El Congreso es una de las ______________ ramas del gobierno.

OPTIONAL ACTIVITY 2

Place T for true or F for false. Escriba en el renglón una V si es verdad o F si es falso.

1. ____ Congress is the supreme law.

____ El Congreso es la ley suprema.

2. ____ Each state has six Senators.

____ Cada estado tiene seis senadores.

3. ____ Congress has the power to legislate.

____ El congreso tiene el poder para legislar.

4. ____ A Representative is a member of the Senate.

____ Un diputado es miembro del Senado.

5. ____ Congress signs the bills making them law.

____ El Congreso firma el proyecto de ley, que lo hace ley.

THE UNITED STATES CONSTITUTION

Article I

The Legislative Branch

Section 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

The House of Representatives

Section 2, Clause 1. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

Section 2, Clause 2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Section 2, Clause 3. Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers.... The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such a manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one representative....[1]

Section 2, Clause 4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

Section 2, Clause 5. The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

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[1] In 1929 Congress limited the membership of the House to 435 members. There is now one Representative for every 400,000 citizens.

The Senate

Section 3, Clause 1. The Senate of the United States shall be composed of two Senators from each State, chosen by the legislature thereof,[2] for six years; and each Senator shall have one vote.

Section 3, Clause 2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year....

Section 3, Clause 3. No person shall be a Senator who shall not have attained to the age of thirty years and been nine years a citizen of the United States, and who shall not when elected be an inhabitant of that state for which he shall be chosen.

Section 3, Clause 4. The Vice-President of the United States shall be President of the Senate, but shall have no vote unless they be equally divided.

Section 3, Clause 5. The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

Section 3, Clause 6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

Section 3, Clause 7. Judgment in cases of impeachment shall not extend further than to removal from office and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

Organization of Congress

Section 4, Clause 1. The times, places, and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations....

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[2] Under the Seventeenth Amendment, Senators are now chosen by popular vote.

Section 4, Clause 2. The Congress shall assemble at least once in every year....

Section 5, Clause 1. Each house shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day and may be authorized to compel the attendance of absent members in such manner and under such penalties as each House may provide.

Section 5, Clause 2. Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

Section 5, Clause 3. Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Section 5, Clause 4. Neither House, during the session of Congress, shall without the consent of the other adjourn, for more than three days, nor to any other place than that in which the two Houses shall be sitting.

Section 6, Clause 1. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house they shall not be questioned in any other place.

Section 6, Clause 2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States which shall have been created or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either house during his continuance in office.

Section 7, Clause 1. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Section 7, Clause 2. Every bill which shall have passed the House of Representatives and the Senate shall before it becomes a law be presented to the President of the United States. If he approves, he shall sign it; but if not, he shall return it with his objections to that house in which it shall have originated, who shall enter the objections at large on their journal and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered; and if approved by two-thirds of that house, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Section 7, Clause 3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Powers Vested in Congress

Section 8, Clause 1. The Congress shall have power to lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States.

Section 8, Clause 2. To borrow money on the credit of the United States.

Section 8, Clause 3. To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

Section 8, Clause 4. To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States.

Section 8, Clause 5. To coin money, regulate the value thereof and foreign coin, and fix the standard of weights and measures;

Section 8, Clause 6. To provide for the punishment of counterfeiting the securities and current coin of the United States.

Section 8, Clause 7. To establish post offices and post roads.

Section 8, Clause 8. To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries.

Section 8, Clause 9. To constitute tribunals inferior to the Supreme Court.

Section 8, Clause 10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations.

Section 8, Clause 11. To declare war....

Section 8, Clause 12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years.

Section 8, Clause 13. To provide and maintain a navy.

Section 8, Clause 14. To make rules for the government and regulation of the land and naval forces.

Section 8, Clause 15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions.

Section 8, Clause 16. To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states, respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress.

Section 8, Clause 17. To exercise exclusive legislation in all cases whatsoever over each district (not exceeding ten miles square) as may, by cession of particular states and the acceptance of Congress, become the seat of government of the United States; and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings.

Section 8, Clause 18. And to make all laws which shall be necessary and proper for carrying into execution the foregoing powers and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof.

Restraints, Federal and State

Section 9, Clause 1. The migration or importation of such persons as any of the states now existing shall think proper to admit shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

Section 9, Clause 2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

Section 9, Clause 3. No bill of attainder or ex post facto law shall be passed.

Section 9, Clause 4. No capitation or other direct tax shall be laid, unless in proportion to the census or enumeration hereinbefore directed to be taken.

Section 9, Clause 5. No tax or duty shall be laid on articles exported from any State.

Section 9, Clause 6. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another: nor shall vessels bound to or from one state, be obliged to enter, clear, or pay duties to another.

Section 9, Clause 7. No money shall be drawn from the Treasury but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

Section 9, Clause 8. No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them shall without the consent of the Congress accept of any present, emolument, office, or title of any kind whatever from any king, prince, or foreign state.

Section 10, Clause 1. No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

Section 10, Clause 2. No state shall, without the consent of the congress, lay any imports or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

Section 10, Clause 3. No state shall, without the consent of Congress, lay any duty of tonnage, keep troops or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

BREVE TRADUCCION DE LA CONSTITUCION DE LOS ESTADOS UNIDOS DE AMERICA

Artículo I

Sección 1: Los poderes legislativos consistirán de dos cámaras en el Congreso de los Estados Unidos: la Cámara de Diputados y Senadores.

Sección 2: La Cámara de Diputados estará compuesta de miembros elegidos cada dos años, por los votantes de los estados.

Cada representante cumplirá con los siguientes requisitos mínimos: 25 años de edad, 7 años de ciudadanía en los Estados Unidos y ser habitante del estado que lo elige.

El número de representantes será determinado por la población, y cada estado tendrá derecho a un representante por cada 30,000 habitantes.

El número de representantes será determinado cada diez años por un censo. Cada estado tendrá derecho a tener un representante por lo menos.

Los impuestos serán determinados según la población de cada estado.

Puestos vacantes en representación, serán remediados por el gobernador del estado.

La Cámara de Representantes elegirá su presidente, y también tendrá el poder de pedir la destitución (el despido) de algún oficial.

Sección 3: El Senado estará compuesto de dos senadores por cada estado, y los senadores serán elegidos por el término de 6 años. Cada senador tendrá un voto. Un tercio de los senadores serán elegidos cada dos años.

Puestos vacantes serán remediados por el gobernador del estado donde se necesiten.

Los requisitos para senador serán: 30 años de edad, 9 años de ciudadanía en los Estados Unidos, y ser habitante del estado que lo elige.

El Vicepresidente será el presidente del Senado. En su ausencia, el Senado elegirá un presidente provisional.

El Senado tendrá el poder único de juzgar casos de destitución. Los miembros del Senado actuarán como jueces.

A ninguna persona se le condenará si no concurre el voto de dos tercios de los miembros presentes en casos de destitución.

Cuando una persona es destituída, no podrá obtener empleo en los Estados Unidos en ninguna capacidad. Además podrá ser juzgada y castigada por un tribunal de ley civil.

Sección 4: La fecha, lugar y sistema para escoger a los senadores y a los representantes será el privilegio de cada estado, pero el Congreso se reserva el derecho de hacer cambios en estas reglas con la excepción del lugar de la elección de los senadores. Esto será el derecho de cada estado.

El Congreso se reunirá por lo menos una vez al año. El día de la reunión será el día 3 de enero.

Sección 5: Las dos cámaras del Congreso revisarán los resultados de las elecciones de sus miembros para asegurar que todos los miembros hayan sido elegidos apropiadamente. Ellos tendrán el poder de castigar a los miembros por ausencias o mala conducta. Un miembro será despedido por mala conducta si dos terceras partes de la cámara aprueba la expulsión. Cada cámara mantendrá un diario de transacciones que estará a la disposición del público, con la excepción de transacciones que a su juicio deban mantenerse confidenciales para el bienestar de la república.

Sección 6: Los miembros del Congreso recibirán compensación por sus servicios. No serán arrestados, con la excepción de crímenes de traición, delito grave o perturbación del orden público, mientras sus cámaras estén en reunión.

Un miembro del Congreso no será nombrado para un puesto público que se haya iniciado durante su término en el Congreso. Tampoco puede ocupar un empleo público en una posición donde el salario sea aumentado durante su término como miembro del Congreso.

Sección 7: Los proyectos de ley que tienen que ver con recaudar impuestos se originarán en la Cámara de Representantes, pero el Senado propondrá enmiendas, si no está de acuerdo.

Cada proyecto de ley aprobado por las dos cámaras será presentado al Presidente. Si es aprobado y firmado por el Presidente, entonces se confirmará como ley. Si el Presidente no lo firma y no lo regresa, será ley dentro de diez días al menos que el Congreso suspenda sus sesiones durante esos 10 días. En este caso, no se confirmará como ley. (Esto es un veto, o el derecho que tiene el poder ejecutivo de negar la sanción de una ley votada por los cuerpos legislativos).

Si el Presidente no aprueba el proyecto de ley, lo regresará a donde se originó.

Al regreso, el proyecto de ley será apuntado en el diario. Si es reconsiderado y si dos tercios de cada cámara lo aprueban, entonces será ley aunque el Presidente no lo haya firmado y aprobado.

Cada acción que requiere la concurrencia de las dos cámaras será presentada al Presidente para su aprobación. Si el Presidente no lo aprueba, la regresará a donde se originó con sus objeciones y así requerirá la aprobación de dos terceras partes de las dos cámaras para llevar a cabo tal acción política.

Sección 8: El Congreso tendrá el poder o derecho de:

1. recaudar impuestos para el bienestar de los Estados Unidos;
2. pedir préstamos;
3. reglamentar el comercio entre estados y naciones;
4. establecer leyes de naturalización;
5. acuñar monedas e imprimir billetes; y reglamentar su valor;
6. establecer las normas de pesos y medidas;
7. proveer para el castigo de falsificadores de monedas y de artículos de gran valor;
8. establecer oficinas de correo y establecer normas de patentes;
9. establecer tribunales inferiores;
10. definir y castigar delitos cometidos en alta mar;
11. declarar guerra y entregar cartas de represalia;
12. reclutar y mantener un ejército;

13. proveer y mantener una armada;

14. dictar reglas para las fuerzas armadas;

15. emplear el ejército para suprimir insurrecciones y rechazar la invasión enemiga.

16. hacer arreglos para la compra de terrenos y establecer las normas para su uso.

17. hacer las leyes necesarias para poner en vigor log poderes de la Constitución.

Sección 9: No será prohibida la importación de esclavos a esos estados donde se permitía tener esclavos antes de esta Constitución. Se les podrá exigir a esos estados que paguen un impuesto de no más de diez dólares por cada esclavo que sea importado.

El privilegio del "habeas corpus" (Acto de comparencia o protección contra un encarcelamiento ilegal) no será suspendido con la excepción de casos de insurrección o invasión o de cuando la seguridad del público lo requiera. Ninguna ley retroactiva será aprobada.

Los impuestos serán determinados por un censo de la población.

No habrá impuestos de importación entre los estados.

Las leyes de tarifas serán iguales para todos los estados.

Los Estados Unidos no dará ni aceptará títulos de nobleza.

Sección 10: Ningún estado podrá hacer tratados, alianzas, o confederaciones con otros estados; no acuñará monedas; no podrá debilitar las promesas que una persona haya hecho al firmar un contrato.

Ningún estado podrá imponer impuestos a buques marítimos. No podrá hacer tratados con otros estados o poderes extranjeros sin el consentimiento del Congreso.

THE PRESIDENCY - EXECUTING THE LAWS

Notes to the Teacher Conduct the activities with the entire class or small groups.

Reserve films well in advance to assure their availability. Discuss the films with the students. Ask questions, and answer questions the students may have.

Concept Students learn the duties and responsibilities of the Executive Branch of our national government.

Objective At the conclusion of this lesson, the student will:

1. List in the language of his preference the qualifications for President of the United States.
2. Write a short essay in the language of his preference on the duties and responsibilities of the President.
3. Define in the language of his choice 15 vocabulary words used in this lesson.
4. Identify in the language of his choice 5 members of the President's Cabinet.

Vocabulary

branch of government	poder del gobierno
Executive Branch	Poder Ejecutivo
President	Presidente
execute	ejecutar
head	encabezar
qualification	requisitos, calificaciones
elect	elegir
replace	sustituir
swear	jurar
Commander in Chief	Jefe Supremo

Vocabulary (cont.)

powers	poderes
State of the Union	Estado de la Unión
impeached	enjuiciado
treason	traición
bribery	soborno
convicted	declarado culpable
amendment	enmienda
high crimes	delitos o graves faltas
expire	termina
terms	período
solve	solucionar
carry out	llevar a cabo, desempeñar
Cabinet	Gabinete, Ministerio

Materials

List	Directions
Copies in English and Spanish of Article II, Amendment 20, and Amendment 22 of the U.S. Constitution (pp. 156-161)	Distribute copies to the students at the beginning of this lesson.
Films: *The Presidency* *The President* *The Presidency--Crisis in Office*	Show these films for Activity 6.
List of cabinet officers (p. 153)	Distribute copies to the students for Activity 12.
Films: *The American Presidency* *The President's Cabinet* *The Oath Is Taken* *Presidential Elections* *Presidents of the United States*	Show these 5 films as optional activities.
Worksheets: Optional Activity 2 (pp. 154-155)	Duplicate copies for the students.

Activities

1. Ask the students to write in English or Spanish what they think the President of the United States does.

2. Have the students read Article 2 of the U.S. Constitution. Copies are provided in English and Spanish (pages 156-161).

3. Ask the students to compare the lists they made in Activity 1 with the duties of the President as outlined in the Constitution.

4. Ask the students to bring or draw pictures showing the President performing some of his duties.

5. Ask the students to bring newspaper or magazine articles describing the President performing some of his duties.

6. Show the students the following films: *The Presidency*, *The Presidency--Crisis in Office*, *The President*.

7. Have each student write in the language of his choice a short essay on some of his favorite Presidents.

8. Ask the students to read their essays to the class.

9. Ask each student to list in the language of his choice the qualifications for President.

10. Have each student list in the language of his choice the powers of the President.

11. Have each student list in the language of his choice the duties of the President.

12. Explain to the students what the President's Cabinet is. Distribute a list of Cabinet officers (page 153). You or the students should obtain information on current office holders.

13. Have the students prepare a bulletin board showing the President, Vice-President, and Cabinet. Use some of the pictures brought by the students to show how the President, Vice-President, and Cabinet carry out the laws approved by Congress.

Activities (cont.)

14. Have the students draw a map of the United States. Ask the students to list all U.S. Presidents and their native states. Have them place each President's name on his native state.

15. Have a question-answer period in English or Spanish either with small groups or the whole class.

T: What branch of government carries out the laws approved by Congress, (Daniel)?
S: The Executive Branch executes the laws.

M: ¿Qué poder del gobierno ejecuta las leyes aprobadas por el Congreso? (Daniel)
E: El Poder Ejecutivo.

T: Who is the head of the Executive Branch, (Luisa)?
S: The President of the United States.

M: ¿Quién encabeza el Poder Ejecutivo? (Luisa)
E: El presidente de los Estados Unidos.

T: What are the qualifications for President, (Miguel)?
S: (Accept all appropriate responses.)

M: ¿Cuáles son los requisitos para ser Presidente? (Miguel)
E: (Acepte toda respuesta apropiada.)

T: How old must a person be to be elected president, (Marla)?
S: A person must be thirty-five years old.

M: ¿Cuántos años debe tener una persona para ser elegido presidente?
E: Debe haber cumplido treinta y cinco años.

T: How is the President elected?
S: (Accept all appropriate responses).

Activities (cont.)

M: ¿Cómo se elije al Presidente de los Estados Unidos?
E: (Acepte toda respuesta apropiada.)

T: Who replaces the President in case of his death, (Peter)?
S: The Vice-President.

M: ¿Quién sustituye al Presidente en caso de muerte? (Peter)
E: El Vicepresidente.

* * *

T: What does the President swear to do when he takes over the office?
S: (Accept all appropriate responses.)

M: ¿Qué juramente hace el Presidente al asumir su puesto?
E: (Acepte toda respuesta apropiada).

T: Who is the Commander in Chief of the armed forces of the United States?
S: The President of the United States.

M: ¿Quién es el Jefe Supremo del Ejército de los Estados Unidos?
E: El Presidente de los Estados Unidos.

T: What are some of the powers of the President?
S: (Accept all appropriate responses.)

M: ¿Cuáles son algunos de los poderes que asume el Presidente?
E: (Acepte toda respuesta apropiada).

T: To whom must the President give information on the State of the Union, (Jean)?
S: The President must inform Congress on the State of the Union.

Activities (cont.)

M: ¿A quién debe el Presidente informar sobre el estado de la Unión? (Jean)
E: El Presidente debe informar al Congreso sobre el estado de la Unión.

T: When can the President be removed from office?
S: He can be removed when he is impeached and convicted of treason, bribery, or other high crimes.

M: ¿Cuándo puede ser destituído el Presidente?
E: Puede ser destituído cuando sea enjuiciado y declarado culpable de traición, soborno o de otros delitos graves.

T: According to Amendment 20, when does the President's term expire?
S: It expires at 12:00 p.m. on January 20, four years after he took office.

M: Según la Enmienda XX, ¿Cuándo termina el período de ejercicio del Presidente?
E: Termina el 20 de enero al medio día, cuatro años después de tomar el puesto.

T: How many terms can a person serve as President, (Chuy)?
S: He can serve for two terms.

M: ¿Cuántos períodos de administración puede servir una persona como Presidente? (Chuy)
E: Puede servir por dos períodos.

* * *

T: Can you be elected President, (Jacinto)? Why? Why not?
S: (Accept all appropriate responses.)

M: ¿Puedes tú ser electo presidente,? (Jacinto) ¿Por qué? ¿Por qué no?
E: (Acepte toda respuesta apropiada).

T: If you were President, what would you do to solve some of our country's problems?
S: (Accept all appropriate responses.)

Activities (cont.)

M: Si fueras Presidente, ¿Qué harías para solucionar algunos de los problemas de nuestro país?
E: (Acepte toda respuesta apropiada).

T: How does the Vice-President help the President carry out the laws?
S: (Accept all appropriate responses.)

M: ¿Cómo le ayuda el Vicepresidente al Presidente a ejecutar las leyes?
E: (Acepte toda respuesta apropiada).

T: Who else helps the President execute the laws?
S: The Cabinet. (Accept all appropriate responses.)

M: ¿Quién más le presta ayuda al Presidente a ejecutar algunas de las leyes?
E: El Ministerio. (Acepte toda respuesta apropiada.)

T: How does the Cabinet help the President, (Pete)?
S: (Accept all appropriate responses.)

M: ¿Cómo le ayuda el Ministerio al Presidente? (Pete)
E: (Acepte toda respuesta apropiada).

T: How can we make the President aware of problems we are facing?
S: (Accept all appropriate responses).

M: ¿Qué podemos hacer para que el Presidente se entere de nuestros problemas?
E: (Acepte toda respuesta apropiada).

Evaluation Ask the student to:

1. List in the language of his preference the qualifications for President of the United States.

2. Write a short essay in the language of his choice on the duties and responsibilities of the President.

Evaluation (cont.)

3. Define orally or in writing, in the language of his choice, 15 vocabulary words used in this lesson.

4. Identify in the language of his choice 5 of the members of the President's Cabinet.

Optional Activities

1. Show some of the following films to the students:

   The American Presidency
   The President's Cabinet
   The Oath Is Taken
   Presidential Elections
   Presidents of the United States

2. Have the students complete the exercise on pages 154-155.

THE PRESIDENT'S CABINET

Secretary of State ______________________
Secretario de Relaciones Exteriores

Secretary of the Treasury ______________________
Secretario de Hacienda

Secretary of Defense ______________________
Secretario de Defensa

Attorney General ______________________
Procuraduría General

Secretary of the Interior ______________________
Secretario de Patrimonio Nacional

Secretary of Agriculture ______________________
Secretario de Agricultura

Secretary of Commerce ______________________
Secretario del Comercio

Secretary of Labor ______________________
Secretario de Trabajo

Secretary of Health, Education ______________________
and Welfare
Secretario de Salubridad, Educación
y Asistencia Pública

Secretary of Housing and Urban ______________________
Development
Secretario de Habitación Residencial
y Desarrollo Urbano

Secretary of Transportation ______________________
Secretario de Transportación

OPTIONAL ACTIVITY 2

Fill in the blanks from this list of words:
Llene los espacios:

juramento	Oath of Office	Estados Unidos	United States
dos	two	treinta y cinco	thirty-five
Ejecutivo	Executive	Presidente	President
cuatro	four	Vicepresidente	Vice-President

1. The President of the United States is the head of the ____________ Branch.

   El Presidente de los Estados Unidos encabeza el Poder ____________.

2. The President holds office for a term of _______ years.

   El Presidente ejerce su administración por _______ años.

3. The President can be elected for ________ terms only.

   El Presidente puede ser electo por ____________ períodos solamente.

4. Only natural-born citizens of the _______ _______ can be elected President.

   Solamente una persona nacida en los _________ _______ puede ser elegida como Presidente.

5. A person has to be ________ _______ years old before he can be elected President.

   Una persona debe haber cumplido __________ y ________ años antes de poder ser eligida Presidente.

6. In case of the President's death the _________ ___________ becomes President.

Optional Activity 2 (cont.)

En caso de la muerte del Presidente el ______ ___________ toma el cargo de Presidente.

7. The President must take an ________ ______ _________ when he begins his term.

El Presidente tiene que hacer _____________ antes de asumir el mando.

8. The Commander in Chief of the Armed Forces is the _________.

El Jefe Supremo de las Fuerzas Armadas es el ______________.

THE UNITED STATES CONSTITUTION

Article II

The Executive Branch

Section 1, Clause 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years and, together with the Vice-President, chosen for the same term, be elected as follows.

Section 1, Clause 2. Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Section 1, Clause 4. The Congress may determine the time of choosing the electors and the day on which they shall give their votes, which day shall be the same throughout the United States.

Section 1, Clause 5. No person except a natural-born citizen or a citizen of the United States at the time of the adoption of this Constitution shall be eligible to the ofice of President; neither shall any person be eligible to that office who shall not have attained the age of thirty-five years and been fourteen years a resident within the United States.

Section 1, Clause 6. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly until the disability be removed or a President shall be elected.

Section 1, Clause 7. The President shall at stated times receive for his services a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Section 1, Clause 8. Before he enter on the execution of his office he shall take the following oath or affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability preserve, protect, and defend the Constitution of the United States."

Section 2, Clause 1. The President shall be commander in chief of the Army and Navy of the United States, and of the militias of the several states when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

Section 2, Clause 2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate and, by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States whose appointments are not herein provided for and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers as they think proper in the President alone, in the courts of law, or in the heads of departments.

Section 2, Clause 3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate by granting commissions which shall expire at the end of their next session.

Section 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section 4. The President, Vice-President, and all civil officers of the United States shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

AMENDMENT 20

Section 1. The terms of the President and Vice-President shall end at noon on the twentieth day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January unless they shall by law appoint a different day.

Section 3. If, at the time fixed for the beginning of the term of the President, the President-elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President-elect shall have failed to qualify, then the Vice-President-elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein a President-elect nor a Vice-President-elect shall have qualified, declaring who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have developed upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice have devolved upon them.

AMENDMENT 22

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President, or acting as President during the remainder of such term.

LA CONSTITUCION

Artículo 2

Sección 1: El presidente tendrá el poder ejecutivo. El mandato del Presidente será de cuatro años. Servirá juntamente con el Vicepresidente que es elegido también por un período de cuatro años.

El modo de elegir al Presidente y al Vicepresidente es como sigue: Cada estado nombrará un número de electores igual al total de representantes y senadores. Estos electores serán nombrados bajo la dirección de la legislatura de cada estado que escoge electores.

Los electores se reunirán en sus respectivos estados y votarán por dos personas, una de las cuales no deberá ser habitante del mismo estado que los electores.

Harán una lista de las personas por quienes votaron, incluyendo el número de votos por cada persona. Esta lista será firmada, certificada, sellada y enviada al centro del gobierno de los Estados Unidos. La lista será dirigida al presidente del Senado. El presidente del Senado leerá la lista en presencia del Senado y de la Cámara de Representantes, y los votos serán contados. La persona que tenga la mayoría de los votos será el Presidente. Si más de una persona tiene mayoría, la Cámara de Representantes elegirá uno para Presidente.

Si ninguna persona tiene una mayoría, la Cámara escogerá al Presidente entre los cinco candidatos que tengan más votos.

Cuando la Cámara vota por el Presidente, cada estado tendrá derecho de nada más un voto y por lo menos 2 tercios de la Cámara estará presente. También será necesario una mayoría de todos los Estados para escoger al Presidente.

Cada vez que se elija el Presidente, la persona que sigue con la mayoría será el Vicepresidente. Si ninguno de los que siguen tiene la mayoría, la Cámara de Representantes escogerá al Vicepresidente en la misma forma en que fue escogido el Presidente (Las reglas para elegir al Vicepresidente fueron cambiadas en la Enmienda 12).

El Congreso también podrá fijar el día en que los electores serán escogidos, y el día en que entregarán sus votos.

Ninguna persona podrá ser Presidente si no hubiere nacido en los Estados Unidos o si no es ciudadano al tiempo de adoptarse esta Constitución; tampoco si no ha residido durante catorce años dentro de los Estados Unidos. No será Presidente si no ha alcanzado los 35 años de edad.

Si el Presidente es separado de su puesto por razones de muerte, renuncia o incapacitación, para desempeñar su puesto, sus cargos pasarán al Vicepresidente.

Si el Presidente y el Vicepresidente resultan incapacitados, el Congreso puede, por ley, escoger quién tome el puesto del Presidente hasta que la incapacidad sea remediada o hasta que un nuevo presidente sea elegido.

El Presidente recibirá una remuneración por sus servicios la cual no será aumentado ni disminuida durante su término.

Antes de que el Presidente pueda asumir las obligaciones y derechos de su mandato, tiene que hacer el siguiente juramento:

"Yo solemnemente juro que fielmente ejecutaré las obligaciones del Presidente de los Estados Unidos, y que sostendré, protegeré y defenderé la Constitución de los Estados Unidos en la medida de mi capacidad."

Sección 2: El Presidente será jefe supremo del Ejército y de la Marina de los Estados Unidos, así como de la milicia de los varios estados cuando se le llame al servicio activo de los Estados Unidos. El podrá requerir la opinión por escrito de cada jefe de las dependencias del Ejecutivo sobre las obligaciones de cada oficina.

El tendrá el poder de suspender la ejecución de una sentencia y perdonar delitos en contra de los Estados Unidos, salvo en casos de destitución.

El Presidente tiene el poder de cubrir vacantes que ocurran durante el tiempo que el Senado esté en receso.

Sección 3: El Presidente tiene la obligación de informar al Congreso sobre el estado de la Unión.

Puede llamar al Congreso a junta cuando sea necesario, también puede suspender la junta si el Congreso no está de acuerdo sobre el tiempo de receso.

Sección 4: El Presidente, el Vicepresidente y los oficiales civiles de los Estados Unidos serán destituidos de sus puestos cuando sean enjuiciados y declarados culpables en caso de traición, de soborno, y de otros delitos o faltas graves.

ENMIENDA 20

Sección 1: Los períodos de ejercicio del Presidente y del Vicepresidente serán terminados el día 20 de enero al mediodía (12:oo p.m.). Los períodos de los miembros del Congreso serán terminados al mediodía el día 3 de enero en el año que terminarán esos períodos.

Sección 2: El Congreso se reunirá por lo menos una vez al año en una asamblea que comenzará al mediodía el día 3 de enero salvo que ese Congreso designe, por ley, otro día.

ENMIENDA 22

Ninguna persona será elegida para el cargo de Presidente más de dos veces y nadie que haya actuado como Presidente por más de dos años del período de otra persona será escogido para el cargo de Presidente más de una vez.

THE JUDICIARY - INTERPRETING THE LAWS

Notes to the Teacher Use the activities in this lesson along with other activities to reinforce the concept of our judicial system.

Secure or reserve the films you will use well in advance.

Use the suggested dialogue to elicit appropriate responses from the students. If students are unsure about terms or words used, define the terms in the student's dominant language, and make sure the student understands the meanings before proceeding.

Teach these lessons in small groups or with the entire class.

Concept Students learn that the Judicial Branch of the federal government is responsible for interpreting the laws.

Objective At the conclusion of this lesson, the student will:

1. List, in writing or orally and in the language of his choice, the 3 branches of the U.S. government and their functions.
2. Name in writing or orally the Chief Justice and at least 4 justices of the Supreme Court.
3. Define in writing or orally, in the language of his choice, 15 of the vocabulary words.

Vocabulary

Judicial	Judicial
court	corte, tribunal, sala de justicia
Chief Justice of the Supreme Court	Jefe de la Suprema Corte
judges	jueces

Vocabulary (cont.)

elects	elige
nominates	hacer los nombramientos
confirm	confirma
reject	rechaza
retire	jubilarse
jurisdiction	jurisdicción
treaties	tratados
ambassadors	embajadores
ministers	ministros
cases	pleitos legales
appeal	apelar
lower courts	tribunales inferiores
test case	caso de prueba
unfair	injusta
state laws	leyes estatales, estatutos
municipal laws	leyes municipales
city laws	
courtroom	tribunal (sala de justicia)
prosecuting attorney	
defense attorney	abogado
jury	jurado
policeman	policía
consuls	cónsules

Materials

List	Directions
Films: *The Supreme Court* *The Supreme Court*	Show these films to the students for Activity 1.
Copies of Article 3 of the U.S. Constitution in English and Spanish (pp. 175-176)	Distribute to students.
Book: *The Social Sciences: Concepts and Values*	
Worksheets: Optional Activity 1 (p. 173) Optional Activity 2 (p. 174)	Duplicate copies for the students.

Activities

1. Show students the two films.

2. Ask each student to read Article 3 of the U.S. Constitution in the language of his preference. In the dominant language of the student, define words that he does not understand.

3. Ask the students to make a list of the Supreme Court justices.

4. Discuss with the students Article 3 of the U.S. Constitution. Explain to them why the third branch of the Government was established.

5. Ask the students to read *The Social Sciences: Concepts and Values*, pages 217 to 218.

6. Ask the students to bring newspaper articles, magazine articles, or pictures about the Supreme Court justices.

7. Discuss with the students the different types of courts that exist at the local, state, and national levels and the type of cases that are tried in each one. Examples: the municipal court tries cases dealing with violations of city ordinances; the county court tries cases involving the violation of state laws; etc.

8. Have the students bring newspaper articles about cases being tried in state or federal courts.

9. Ask the students to make a list of cases over which the federal courts have jurisdiction. Examples: cases affecting ambassadors, cases in admiralty and maritime jurisdiction, cases arising under the Constitution, etc.

10. Discuss some of the recent rulings of the Supreme Court. Examples: school integration, Richardson case, Rodríguez case, segregation on buses, school prayer, Bible reading, etc.

11. Have a question-answer period with the students.

    T: What are the three branches of government, (Clara)?
    S: They are the Legislative, the Executive, and the Judicial.

Activities (cont.)

M: ¿Cuáles son los tres poderes del gobierno? (Clara)
E: Los tres poderes son el Legislativo, el Ejecutivo, y el Judicial.

T: What is the Legislative Branch supposed to do?
S: (Accept all appropriate responses.)

M: ¿Qué es lo que debe hacer el poder Legislativo?
E: (Acepte toda respuesta apropiada).

T: What is the Executive Branch supposed to do?
S: (Accept all appropriate responses.)

M: ¿Qué es lo que debe hacer el poder Ejecutivo?
E: (Acepte toda respuesta apropiada).

T: What is the Judicial Branch supposed to do?
S: (Accept all appropriate responses.)

M: ¿Qué es lo que debe hacer el poder Judicial?
E: (Acepte toda respuesta apropiada).

T: Why do we need three branches of government?
S: (Accept all appropriate responses.)

M: ¿Por qué se necesitan tres poderes en el gobierno?
E: (Acepte toda respuesta apropiada).

Review with the students the idea of "Checks and Balances." Be sure they understand that the writers of the Constitution did not want any of the branches of government to assume greater power than the others.

T: What is the highest court in the United States called?
S: It is called the Supreme Court.

M: ¿Cómo se llama la corte superior de los Estados Unidos?
E: Se llama la Suprema Corte.

Activities (cont.)

T: Who is the head of the Supreme Court?
S: The Chief Justice. The present Chief Justice is
______________________.

M: ¿Quién encabeza la Suprema Corte?
E: El jefe de la Suprema Corte. El jefe de la
Suprema Corte es ______________________.

T: How many judges are on the Supreme Court?
S: There are nine judges on the Supreme Court.

M: ¿Cuántos jueces hay en la Corte Suprema?
E: Hay nueve jueces en la Suprema Corte.

T: Who elects the justices of the Supreme Court?
S: The President nominates the justices, and the Senate confirms or rejects the nominations.

M: ¿Quién elije a los jueces de la Suprema Corte?
E: El Presidente hace los nombramientos y el Senado confirma o rechaza los nombramientos.

T: How long can a justice serve on the Supreme Court?
S: A justice can serve for life, but he can retire at age seventy after ten years of service.

M: ¿Por cuánto tiempo puede servir un juez en la Suprema Corte?
E: Un juez puede servir indefinidamente o puede jubilarse a la edad de setenta años después de diez años de servicio.

* * *

T: Over what type of cases does the Supreme Court have jurisdiction?
S: The Supreme Court has jurisdiction over cases arising under the Constitution; cases under federal law and treaties; cases affecting ambassadors, ministers, and consuls, etc. (Accept all appropriate responses.)

M: ¿Sobre qué clase de pleitos legales tiene jurisdicción la Suprema Corte?

Activities (cont.)

E: La Suprema Corte tiene jurisdicción sobre los pleitos legales en cuestiones de la Constitución, en pleitos legales sobre la ley Federal y sobre tratados; o en pleitos legales que afecten a embajadores, ministros, y cónsules, etc.

T: How does the Supreme Court get the cases it tries?
S: The Supreme Court tries cases that are appealed from lower courts.

M: ¿Cómo llegan a la Suprema Corte los pleitos legales?
E: La Suprema Corte revisa decisiones hechas por los tribunales inferiores.

T: What is a test case, (Gonzalo)?
S: (Accept all appropriate responses.)

M: ¿Qué es un "caso de prueba,"? (Gonzalo)
E: (Acepte toda respuesta apropiada).

T: If Congress passed a law that you think is unfair for everyone, how could you get the Supreme Court to judge it?
S: One could break the law, get arrested, and, if convicted, appeal to the Supreme Court.

M: Si el Congreso pasara una ley que tú crees es injusta, ¿Qué podrías hacer tú de tu parte para que la Suprema Corte la revise?
E: Podría violar la ley, ser arrestado y si soy declarado culpable, podría apelar el caso a la Suprema Corte para que se revisara esa ley.

T: Are there any laws you consider unjust? Why?
S: (Accept all appropriate responses.)

M: ¿Hay leyes que consideres injustas? ¿Por qué?
E: (Acepte toda respuesta apropiada).

* * *

T: What are some of the lower courts in the Judicial system?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Cuáles son algunos de los tribunales inferiores?
E: (Acepte toda respuesta apropiada).

T: If the Supreme Court and lower federal courts judge cases dealing with the U.S. Constitution and federal laws, who judges cases dealing with state laws and city laws?
S: (Accept all appropriate responses.)

M: Si la Suprema Corte y los tribunales Federales inferiores juzgan pleitos legales que tratan con la Constitución y las leyes federales, ¿Quién juzga los pleitos legales que tratan con las leyes estatales o las leyes municipales?
E: (Acepte toda respuesta apropiada).

* * *

T: Can you name some of the persons you would find in a courtroom?
S: (Accept all appropriate responses.)

M: ¿Quiénes son algunas de las personas que encontrarías en un tribunal (sala de justicia)?
E: (Acepte toda respuesta apropiada).

Ask the students to tell the role of each of these persons in a courtroom.

T: What does the judge do in a courtroom?
S: (Accept all appropriate responses.)

M: ¿Qué papel desempeña el juez en el tribunal?
E: (Acepte toda respuesta apropiada).

T: What is the role of the prosecuting attorney?
S: (Accept all appropriate responses.)

M: ¿Qué papel desempeña el abogado fiscal?
E: (Acepte toda respuesta apropiada).

T: What is the role of the defense attorney?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Qué papel desempaña el abogado defensor?
E: (Acepte toda respuesta apropiada).

T: What is the role played by the jury?
S: (Accept all appropriate responses.)

M: ¿Qué papel desempeña el jurado?
E: (Acepte toda respuesta apropiada).

T: Is it important that the jury be representative of the people in the community? Why?
S: (Accept all appropriate responses.)

M: ¿Es importante que el jurado represente a la gente de la comunidad? ¿Por qué?
E: (Acepte toda respuesta apropiada).

T: What role does the policeman play?
S: (Accept all appropriate responses.)

M: ¿Qué papel desempeña el policía?
E: (Acepte toda respuesta apropiada).

T: Which of these persons would you like to be? Why?
S: (Accept all appropriate responses.)

M: ¿Cuál de estas personas te gustaría ser? ¿Por qué?
E: (Acepte toda respuesta apropiada).

Evaluation

1. Ask the student to list in the language of his choice, in writing or orally, the 3 branches of government and their functions.

2. Ask the student to list in writing or orally the names of the Chief Justice and 4 justices of the Supreme Court.

3. Give the student a list of 15 words from the vocabulary list in this lesson, and ask him to define them, in writing or orally and in the language of his choice.

Optional Activities

1. Mix up the following words, and write them on the board:

Judicial	Judicial
Chief Justice	Jefe
Supreme	Suprema
nominates	nombra
three	tres
nine	nueve
Constitution	Constitución
attorney	abogado
courtroom	corte

Ask the students to fill in the blanks on the worksheet on page 173.

2. Ask the students to do Optional Activity 2 (page 174).

OPTIONAL ACTIVITY 1

Fill in the blanks. Llenen los espacios.

1. The J________________ Branch interprets the laws.

El Poder J_______________ interpreta las leyes.

2. The C________________ J____________ of the S______________ Court is (name)________________.

El J___________________ de la S____________ Corte es ____________________.

3. The President n______________ the justices of the Supreme Court.

El Presidente n__________________ a los jueces de la Suprema Corte.

4. The U.S. government is made up of t__________________ branches.

El gobierno de los Estados Unidos se compone de t__________ poderes.

5. There are n________________ judges on the Supreme Court.

Hay n______________ jueces en la Corte Suprema.

6. The Supreme Court tries cases dealing with the U.S. C__________________.

La Suprema Corte juzga pleitos legales que tratan con la C_________________ de los Estados Unidos.

7. The defense a________________ defends the accused person in the c__________________.

El a________________ defiende al acusado en la C_________.

OPTIONAL ACTIVITY 2

Place T for True or F for False before the following sentences.
Pongan V por Verdad ó F por Falso antes de las siguientes oraciones.

__________ 1. The Supreme Court executes the laws.

__________ La Suprema Corte ejecuta las leyes.

__________ 2. The President is the Chief Justice.

__________ El Presidente es el Jefe de la Corte.

__________ 3. There are nine judges on the Supreme Court.

__________ Hay nueve jueces en la Suprema Corte.

__________ 4. The Supreme Court interprets the law.

__________ La Suprema Corte interpreta la ley.

__________ 5. The Supreme Court is the highest court.

__________ La Suprema Corte es la corte superior.

__________ 6. The President nominates the justices for the Supreme Court.

__________ El Presidente nombra los jueces de la Suprema Corte.

__________ 7. The Senate confirms or rejects the nominations.

__________ El Senado confirma o rechaza el nombramiento de los jueces.

THE UNITED STATES CONSTITUTION

Article III

The Judicial Branch

Section 1. The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall at stated times receive for their services a compensation, which shall not be diminished during their continuance in office.

Section 2, Clause 1. The judicial power shall extend to all cases in law and equity arising under this Constitution, the laws of the United States, and treaties made or which shall be made under their authority; to all cases affecting ambassadors, other public ministers, and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states;... between citizens of different states; between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens, or subjects.

Section 2, Clause 2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions and under such regulations as the Congress shall make.

Section 2, Clause 3. The trial of all crimes except in cases of impeachment shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section 3, Clause 1. Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

Section 3, Clause 2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted.

LA CONSTITUCION DE LOS ESTADOS UNIDOS DE AMERICA

Departamento de Justicia

El Artículo 3 trata de la delineación de los poderes judiciales de los Estados Unidos.

Sección 1: El poder judicial será sometido a la Suprema Corte y a los tribunales inferiores que el Congreso establezca. Los jueces de la Suprema Corte y de las cortes inferiores continuarán en sus puestos mientras observen buena conducta. La remuneración por sus servicios no será disminuida durante el tiempo de su encargo.

Sección 2: El poder judicial se extenderá a todas los pleitos legales y de equidad que surjan a consecuencia de esta Constitución, igualamente de las leyes de los Estados Unidos y de tratados o que se hagan estarán bajo autoridad del poder judicial. Este poder se extenderá a las causas que afecten a los embajadores, otros ministros públicos, y a la jurisdicción marítima. También tendrá el poder de decidir casos en los que ningún estado tenga jurisdicción. Si hay causas que afecten a los embajadores o cuando un estado toma parte en un debate, la Suprema Corte tendrá jurisdicción.

La Suprema Corte tendrá el poder de revisar las decisiones hechas por los tribunales inferiores. Con la excepción de casos de destitución, todos los casos criminales serán juzgados por un jurado en el estado en donde el crimen se haga cometido. Si el crimen no fue cometido en un solo estado, el Congreso dictará en donde deberá ser juzgado el delito.

Sección 3: La traición contra los Estados Unidos consistirá en levantarse en armas en contra del país o en ayudar al enemigo. Ninguna persona será juzgada culpable de traición sin el testimonio de dos testigos que declararán sobre el mismo acto o sin una confesión pública del acusado en un tribunal.

Si a una persona se le juzga culpable de traición, el Congreso designará el castigo, pero ningún otro miembro de dicha familia será castigada.

WHY PEOPLE USE DRUGS

Notes to the Teacher You can obtain a free catalog from TANE listing educational aids for this lesson. Write to: TANE Press, Division of Texas Alcohol Narcotics Education, Inc., 2814 Oak Lawn Avenue, Dallas, Texas 75219.

Secure or reserve films well ahead of the time you will need them.

Concept Students learn that many drugs are beneficial to people who use them for medicinal purposes, but that they can have an adverse effect on people who abuse their use.

Objective At the conclusion of this lesson, the student will:

1. Write a short essay in the language of his choice on "Why People Use Drugs."
2. Define in the language of his choice at least 20 words from the vocabulary list.
3. Write or state orally 3 drugs people use when they are ill.
4. List in the language of his choice 3 drugs that are frequently abused by people.

Vocabulary

drugs	drogas, medicinas
prescribed	recetado (a)
ill	estar enfermo
advertise	anunciar
patent medicine	medicina de patente
dosage	dosis
ingredients	ingredientes
warnings	advertencias
label	etiqueta
sleeping pills	píldoras para dormir
diet pills	píldoras para reducir
vitamin	vitaminas

Vocabulary (cont.)

illegal	contra la ley, ilegal
pressures	presiones
loneliness	soledad
anxiety(ies)	ansiedad
curiosity	curiosidad
hobby(ies)	aficiones favoritas
find relief	distraerse
rejection	rechazamiento
addiction	adicción
drug addict	drogadicto
abuse	abusar
sniffing	oler
brain	cerebro
liver	hígado
kidneys	riñones
delirium	delirio
seizures	ataques
coma	coma

Materials

List	Directions
Films: *Drugs and the Nervous System* *Drug Abuse--One Town's Answer*	Show the students these two films before beginning the lesson.
Empty medicine bottles (prescription and patent medicines)	Use the bottles for Activity 11.
Films: *Narcotics--The Inside Story* *Narcotics, Why Not?*	Show these two films for optional activities.

Activities

1. Show the students the following films: *Drugs and the Nervous System, Drug Abuse--One Town's Answer.*

Activities (cont.)

2. Ask each student to list in the language of his preference, drugs that people use for medicinal purposes. Examples: aspirins, cough syrups, etc.

3. Ask each student to read encyclopedia articles and to write short reports in the language of his preference on the different drugs he has listed in Activity 2. He should discuss how the drugs were discovered or developed. Examples: penicillin, insulin, salk vaccine.

4. Have the students bring newspaper or magazine articles telling of persons who have misused drugs.

5. Ask the students to make collages or posters warning people against drug abuse.

6. Ask a local medical doctor or pharmacist to speak to the students about use and abuse of drugs and the consequences of the latter.

7. Ask a law enforcement official (federal, state, or local) to speak to the students on drug abuse and the penalties for abusers.

8. Ask each student to write in the language of his choice a short essay on "Why People Misuse Drugs," "Why Adults Misuse Drugs," or "Why Teen-Agers Misuse Drugs."

9. Discuss with the students the adverse effects drugs have on a person.

10. Ask the students to make a list of slang words for drugs in Spanish or English and their definitions.

11. Have a question-answer period with your students.

T: When should people use *drugs*?
S: People should use drugs when they are *ill* or when a doctor has *prescribed* them.

M: ¿Cuándo debe la gente usar *medicinas*?
E: La gente debe usar medicinas cuando *está enferma* o cuando un médico las ha *recetado*.

Activities (cont.)

T: What are some of the drugs people take when they are ill?
S: (Accept all appropriate responses.)

M: ¿Cuáles son algunas de las medicinas que la gente usa cuando está enferma?
E: (Acepte toda respuesta apropiada).

T: Which of these drugs are advertised on television?
S: (Accept all appropriate responses.)

M: ¿Cuáles son algunas de las medicinas que se anuncian por televisión?
E: (Acepte toda respuesta apropiada).

* * *

Distribute empty medicine bottles to the students. Have some of them read the labels to the class. Ask the students to listen closely to find out if the medicine is patented or prescribed, what the medicine is for, who uses it, the dosage, the ingredients, how it should be taken, when or how often it should be taken, warnings that may appear on the label, etc.

T: Should we use medicine that has been prescribed for someone else? Why? Why not?
S: The medicine prescribed for one person may cause different results in another. (Accept all appropriate responses).

M: ¿Debemos usar medicina que ha sido recetada a otra persona? ¿Por qué? ¿Por qué no?
E: (Acepte toda respuesta apropiada).

* * *

T: Do people take drugs only when they are ill?
S: (Accept all appropriate responses.)

M: ¿Usa la gente drogas solamente cuando padece enfermedades?
E: (Acepte toda respuesta apropiada).

Activities (cont.)

T: Why would someone use drugs if he were not ill?
S: (Accept all appropriate responses.)

M: ¿Por qué otra razón alguien tomaría drogas si no está enfermo?
E: (Acepte toda respuesta apropiada).

T: What are some of the drugs people use when they are not ill?
S: Sleeping pills, diet pills, vitamins, etc. (Accept all appropriate responses.)

M: ¿Cuáles son algunas de las drogas que la gente usa cuando no está enferma?
E: (Acepte toda respuesta apropiada). Píldoras para dormir, píldoras para reducir de peso, vitaminas, etc.

T: Why is it illegal to use some drugs?
S: (Accept all appropriate responses.)

M: ¿Por qué es contra la ley usar algunas drogas?
E: (Acepte toda respuesta apropiada).

Explain to the students that people take drugs when they are ill. Some people may take drugs for other purposes (for example: diet pills, sleeping pills, vitamins). Many others take drugs because they are unhappy, because of pressures, loneliness, anxieties, curiosity, etc.

T: What activities could be used to help people find relief from tensions, pressures, etc.?
S: Reading, participating in sports, hobbies, talking out their problems, etc. (Accept all appropriate responses.)

M: ¿Qué actividades puediera usar la gente para distraerse de tensiones nerviosas, presiones, etc?
E: Leer, participar en algún deporte, aficiones favoritas, platicar con un amigo sobre sus problemas etc. (Acepte toda respuesta apropiada.)

Activities (cont.)

T: Should people take drugs to relieve the tensions or pressures of everyday life?
S: (Accept all appropriate responses.)

M: ¿Debería la gente tomar drogas para encontrar alivio en tensiones nerviosas o presiones de la vida diaria?
E: (Acepte toda respuesta apropiada).

* * *

T: What are some of the things that cause teen-agers to use drugs?
S: Curiosity, friends' approval, parental rejection, etc. (Accept all appropriate responses.)

M: ¿Qué motivos causan que los jóvenes usen drogas?
E: Curiosidad, aprobación de sus compañeros, rechazo de los padres, etc. (Acepte toda respuesta apropiada.)

T: What can we do to help teen-agers?
S: (Accept all appropriate responses.)

M: ¿Qué podemos hacer para ayudar a los jóvenes?
E: (Acepte toda respuesta apropiada).

* * *

T: What are some of the drugs that cause addiction?
S: (Accept all appropriate responses.)

M: ¿Cuáles son algunas de las drogas que pudieran causar adicción?
E: (Acepte toda respuesta apropiada).

T: How can a drug addict break (kick) the habit?
S: (Accept all appropriate responses.)

M: ¿Cómo puede el drogadicto apartarse de las drogas?
E: (Acepte toda respuesta apropiada).

Activities (cont.)

T: If you knew that your brother or sister was using drugs, what would you do? Why?
S: (Accept all appropriate responses.)

M: Si supieras que tu hermano o hermana usara drogas, ¿Qué harías? ¿Por qué?
E: (Acepte toda respuesta apropiada).

T: If a stranger offered you candy, cigarettes, or pills, what would you do? Why?
S: (Accept all appropriate responses.)

M: Si un extraño te ofreciera, dulces, cigarrillos o píldoras, ¿Qué harías? ¿Por qué?
E: (Acepte toda respuesta apropiada).

T: Why is marijuana illegal, (Sandra)?
S: It is dangerous, and laws against it discourage people from using it.

M: ¿Por qué es contra la ley usar mariguana? (Sandra)
E: Es una droga peligrosa y las leyes recomiendan a las personas a no usarla.

T: What drugs are most often abused by people?
S: Cocaine, heroin, LSD, amphetamines, morphine, barbituates (slang words for barbituates: goof balls, yellow jackets, red dogs, blue birds).

M: ¿Con qué drogas se abusa con más frecuencia?
E: Cocaína, heroína, LSD, barbitúricos, morfina.

T: What is glue sniffing?
S: (Accept all appropriate responses.)

M: ¿Qué es "glue sniffing," (oler pegadura)?
E: (Acepte toda respuesta apropiada).

T: What are the dangers of glue sniffing?
S: The fumes can damage the brain, liver, and kidneys.

Activities (cont.)

M: ¿Qué peligro hay en oler pegadura?
E: Los vapores pueden dañar el cerebro, el hígado, y los riñones.

T: What are the dangers of sniffing gasoline?
S: Sniffing gasoline can cause delirium, coma, seizures, and death.

M: ¿Qué peligro hay en oler gasolina?
E: Oler gasolina puede causar delirio, coma, ataques y muerte.

If the students are unable to cite some of the dangers of glue and gasoline sniffing, tell them of the harmful and adverse effects these substances can have on their bodies. This subject is especially important for students in the fifth and sixth grades because this type of abuse is most prevalent at these grade levels.*

Evaluation

Ask the student to:

1. Write a short essay in the language of his choice on "Why People Use Drugs."
2. Define, in his own words in the language of his choice, 20 words from the vocabulary list.
3. State orally or in writing, in the language of his choice, 3 medicines people use when they are ill.
4. List in the language of his choice 3 drugs most often abused by people.

Optional Activities

1. Show the films *Narcotics--The Inside Story* and *Narcotics, Why Not?*

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*Donald J. Merki, Ph. D., *Drug Abuse, Teenage Hangup: A Handbook for Teachers* (Dallas: TANE Press, 1971), p. 86.

Optional Activities (cont.)

2. Have a group of students create a story on "The Dangers of Drug Abuse." Ask them to cut pictures from magazines and newspapers or to draw their own pictures to illustrate the story. When the students have finished the story, have them make an oral presentation to the class.

PLACES OF WORSHIP IN MY BARRIO

Notes to the Teacher This lesson should be presented as objectively as possible. No effort whatsoever should be made to indoctrinate the student in any particular belief.

Secure or reserve the film to be used in this lesson well in advance so it will be available when you need it.

There may be some students who do not attend any place of worship; do not exclude them from this lesson. Try to adjust some of the activities so they can participate.

Concept Students become aware of the different religions or denominations that exist in their neighborhood.

Objectives At the conclusion of this lesson, the student will:

1. Write a short essay in the language of his choice on why the First Amendment was added to the Constitution.
2. List the names of 3 churches or places of worship located in his neighborhood.
3. Write the names of 3 religious leaders in his neighborhood.

Vocabulary

guarantee(ing)	garantizar, garantizando
religion	religión
worship	adorar, ofrecer culto
persecuted	persiguiera
forbid(ding)	prohibía
religious freedom	libertad de religión
religious founders	fundadores religiosos
Christianity	Cristianismo
Judaism	Judaísmo
denomination	denominación
Buddhism	Budismo
Confucianism	Confucionismo
Islam	Islamismo

Vocabulary (cont.)

represented	representan
religious leaders	líderes religiosos
priests	sacerdote
ministers	ministros
rabbis	rabino
elders	ancianos, personas mayores de edad

Materials

List	Directions
Film: *Major Religions of the World--Development and Rituals*	Show this film to the students before beginning the lesson.
Copies of the First Amendment (p. 193)	Distribute to the students during Activity 2.

Activities

1. Show the film to the students.

2. Give the students a copy of the First Amendment to the Constitution. You may write it on the board if it is more convenient.

3. Read or have one of your students read the amendment to the class.

4. Have the students discuss, in the language of their choice, what the amendment means to them. Emphasize the amendment's effect on religion in our country.

5. Have the students list the different churches (places of worship) that are found in the barrio.

6. Ask the students to find out how long these churches (places of worship) have been at their present locations.

7. Ask each student to list churches (places of worship) other than the one which he or his parents attend.

Activities (cont.)

8. Have the students draw pictures of the churches they or their parents attend or of some of the activities that take place during a worship service.

9. Ask the students to write short essays describing a regular service at a church they have attended. Have them read and discuss their essays with the class.

10. Explain to the students that the desire to worship in their own way caused people in Europe to come to the New World seeking a place where every person would have the freedom to worship or not to worship.

11. Ask the students to write short essays on why they go to places of worship or why they do not.

12. Ask the students to list the religious holidays observed in the United States. Examples: Christmas, Easter, Yom Kippur (Day of Atonement).

13. Discuss with the students the role that religion has played in our country in regard to laws, morals, and social responsibilities.

14. Ask the students to draw some of the symbols used by various religions.

15. Have the students list some of the books used by different religions. Examples: Bible, Koran, Torah, Book of Mormon, missals.

16. Ask the students to look at a United States coin. Discuss with them why the words "In God we trust" appear on the coin.

17. Have a question-answer period with the students. Accept all appropriate responses.

    T: Why did the Constitution include an amendment guaranteeing the freedom of religion to all citizens?
    S: The people wanted to be free to worship in any way without being persecuted. (Accept all appropriate responses.)

Activities (cont.)

M: ¿Por qué la Constitución incluyó una enmienda garantizando la libertad de religión a todos los ciudadanos?
E: La gente quería tener la libertad de culto sin que se les persiguiera. (Acepte toda respuesta apropiada.)

T: Why is this amendment so important?
S: It is important because people can worship in any way they want or not worship at all.

M: ¿Por qué es tan importante esta enmienda en la Constitución?
E: Es importante porque la gente puede que ofrecer culto a quien guste.

T: When was the First Amendment added to the Constitution?
S: December 15, 1791.

M: ¿Cuándo se incluyó la primera enmienda a la Constitución?
E: El 15 de diciembre de 1791.

T: If you had lived in 1789, would you have voted for or against the First Amendment? Why?
S: (Accept all appropriate responses.)

M: Si hubieras vivido en 1789, ¿Habrías votado a favor o en contra de la primera enmienda? ¿Por qué?
E: (Acepte toda respuesta apropiada.)

T: What is the difference between religions and denominations?
S: (Accept all appropriate responses).

M: ¿Qué diferencia hay entre religión y denominaciones?
E: (Acepte toda respuesta apropiada.)

T: What would you do if a law were passed forbidding freedom of religion?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Qué harías si se aprobara, una ley que prohibiera la libertad de culto?
E: (Acepte toda respuesta apropiada.)

T: Do you know of a country or nation where religious freedom is forbidden?
S: (Accept all appropriate responses.)

M: ¿Sabes de algún país donde la libertad religiosa sea prohibida?
E: (Acepte toda respuesta apropiada.)

T: Who are some of the religious founders that you have heard about?
S: Jesus Christ, Buddha, Confucius, Mohammed, etc. (Accept all appropriate responses.)

M: ¿Quiénes son algunos de los fundadores de la religión?
E: Jesucristo, Moisés, Buda, Confucio, Mahoma, etc. (Acepte toda repuesta apropiada.)

T: Do you know the names of the religions they founded?
S: Christianity, Buddhism, Confucianism, Islam, etc.

M: ¿Cuáles fueron algunas de las religiones que fundaron?
E: Fundaron el Cristianismo, Budismo, Confucionismo, Islamismo, etc.

T: How many of these religions are represented in your neighborhood?
S: (Accept all appropriate responses.)

M: ¿Cuáles de estas religiones se representan en el barrio donde vives?
E: (Acepte toda respuesta apropiada.)

T: Who are some of the religious leaders in your neighborhood?
S: (Accept all appropriate responses.)

Activities (cont.)

M: ¿Quiénes son algunos de los líderes religiosos en tu barrio? (Por ejemplo: sacerdotes, ministros, rabinos, ancianos, etc.)
E: (Acepte toda respuesta apropiada.)

Evaluation Ask the student to:

1. Write a short essay in the language of his choice on why the First Amendment was added to the U.S. Constitution.
2. List 3 places of worship (churches) in his neighborhood.
3. List 3 religious leaders in his neighborhood (priests, ministers, etc.).

Optional Activities

1. Ask the students to make collages about religions using pictures from newspapers and magazines.
2. Ask the students to write short essays on the different religions or denominations in their neighborhood. They might want to discuss the founders and histories of the religions.

THE UNITED STATES CONSTITUTION

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

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Answer Key for Worksheets

LINCOLN, JUAREZ, AND KING

Optional Activity 1, pages 83-84

1.	boycott	1.	boicoteo
2.	native	2.	indígenas
3.	slavery	3.	esclavitud
4.	demonstrators, racial discrimination	4.	manifestantes, discriminación racial
5.	farm	5.	granja
6.	equal rights	6.	derechos de igualdad
7.	orphan	7.	huérfano
8.	priest	8.	sacerdote
9.	education, housing	9.	educación, alojamiento
10.	peaceful	10.	pacíficas
11.	tyranny, social	11.	tiranía, sociales
12.	obstacles, hope	12.	obstáculos, aspiraciones
13.	abolitionist	13.	abolicionista

Optional Activity 2, pages 85-86

1.	False	1.	Falsa
2.	False	2.	Falsa
3.	False	3.	Falsa
4.	False	4.	Falsa
5.	False	5.	Falsa
6.	True	6.	Verdad
7.	True	7.	Verdad
8.	True	8.	Verdad
9.	False	9.	Falsa
10.	False	10.	Falsa

THE LEGISLATURE - MAKING LAWS TO RUN A NATION

Optional Activity 1, page 131

1.	two	1.	dos
2.	power, laws	2.	poder, leyes
3.	House, Representatives	3.	Cámara de Diputados
4.	Congressmen	4.	miembros del Congreso
5.	three	5.	tres

Optional Activity 2, page 132

1. False	1. Falsa
2. False	2. Falsa
3. True	3. Verdad
4. False	4. Falsa
5. False	5. Falsa

THE PRESIDENCY - EXECUTING THE LAWS

Optional Activity 2, pages 154-155

1. Executive	1. Ejecutivo
2. four	2. cuatro
3. two	3. dos
4. United States	4. Estados Unidos
5. thirty-five	5. trienta y cinco
6. Vice-President	6. Vicepresidente
7. oath of office	7. juramento
8. President	8. Presidente

THE JUDICIARY - INTERPETING THE LAWS

Optional Activity 1, page 173

1. Judicial	1. Judical
2. Chief Justice, Supreme	2. Jefe, Supremo
3. nominates	3. nombra
4. three	4. tres
5. nine	5. nueve
6. Constitution	6. Constitucíon
7. attorney, courtroom	7. abogado, corte

Optional Activity 2, page 174

1. False	1. Falsa
2. False	2. Falsa
3. True	3. Verdad
4. True	4. Verdad
5. True	5. Verdad
6. True	6. Verdad
7. True	7. Verdad

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